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ABSTRACT

The progress of the Staff Development for School Improvement (SDSI) program, developed by Eastern Michigan University, is reviewed and evaluated in this monograph. The primary emphasis of SDSI is to improve the quality of schooling through shared decision making at the school building level. Ownership of the change process by those participating is considered essential and as a natural by-product of shared decision making. This report provides a narrative section giving background information on decision making at SDSI, the role of university and schools participants, and observations and recommendations. This review section is followed by appendices including supporting documents: (1) an overview of the six-step process for staff development; (2) the staff development plan set up for a school district; (3) lists of basic program assumptions; (4) the 1982 year-end report of SDSI project schools; (5) university facilitator role and requirements; (6) summary report of a participating principals' meeting; (7) charts of the preliminary steps and the six-step model; (8) the evaluation rationale of staff development programs; and (9) an essay on the role of qualitative methods in evaluation. (JD)

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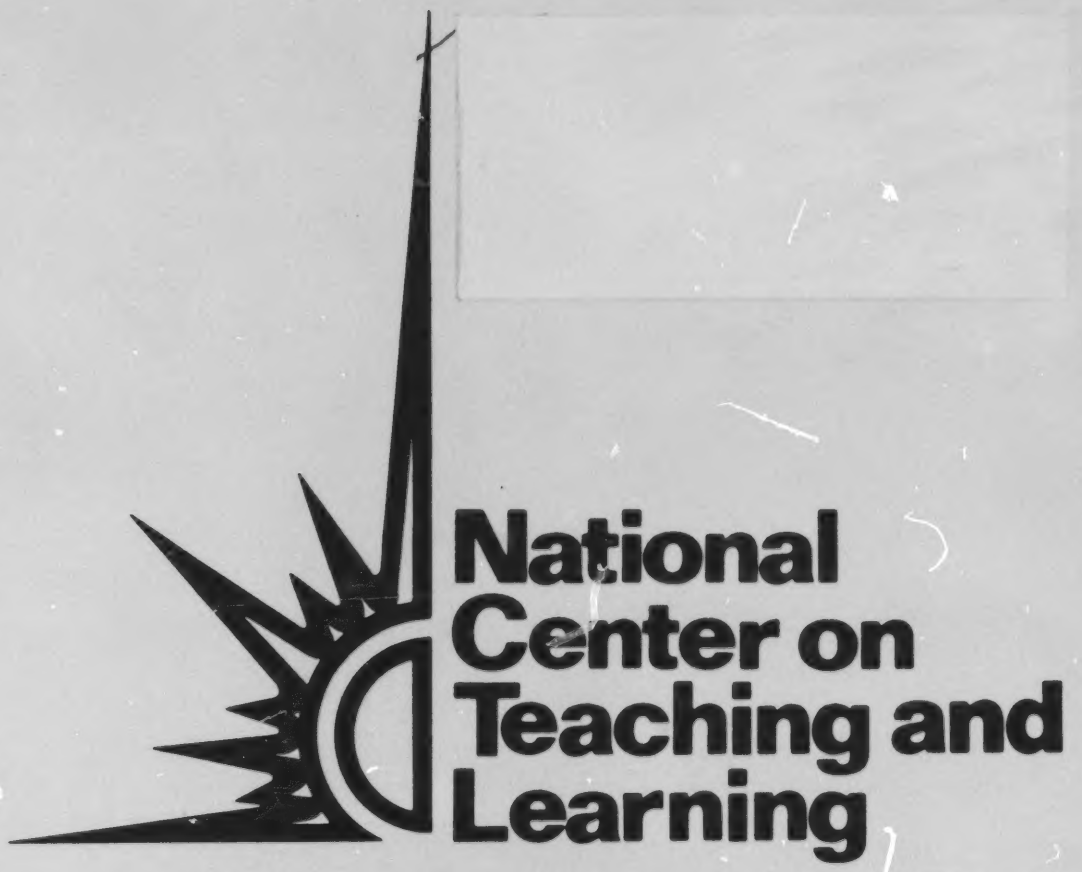

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REVIEW AND EVALUATION

Staff Development for School Improvement Program

1981 - 1982

Roy A. Edelfelt

Evaluation Consultant

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Preface

The necessary background for an informed reading of the review and evaluation of the Eastern Michigan University Staff Development for School Improvement program is contained in the short paper that appears in Appendix 1. The paper gives adequate information on the scope and nature of the program. Additional background material is provided in the other appendices.

Review and Evaluation

of

The Eastern Michigan University

Staff Development for School Improvement Program, 1981-82

Roy A. Edelfelt
Evaluation Consultant

The first question decision makers raise about staff development is usually, Is it doing the job?--the job being helping teachers and administrators improve. Improvement means many things: staying current in a content area, refining teaching skills and strategies, learning to work more effectively with colleagues, improving school climate. In the final analysis the questions are, Does a school have better teachers? better programs for students? Do students learn more and better because teachers and administrators take part in staff development activities?

This report will ultimately answer those questions in terms of the evidence collected. At the outset I can say that the answer is unequivocally yes to all of them. I wish the data were more definitive and precise, but such an expectation is premature for a program that has only just clarified its ground rules and procedures, and qualitative data are always less precise than quantitative data.

Overview

The Eastern Michigan University (EMU) Staff Development for School Improvement (SDSI) program only this past school year (1981-82) solidified to the point at which one can begin to evaluate results. And only this year did comprehensive evaluation begin to become a deliberate and integral part of the program.

In this last year there was also new leadership--a new director of the National Center for Teaching and Learning (NCTL), which administers the program, and a new coordinator of the program. And, whereas two

university facilitators had handled an excessive load in serving 18-20 schools in the prior years, in the 1981-82 school year seven new university facilitators were employed, all with no experience in the program.

The new people brought new interpretations and persuasions to the program. The so-called Taylor Model that the program employed (see Appendix 2) was accepted by the new people. However, they brought a different style and expanded goals to it. The new team found both good and poor implementation of the model under way. Some school projects begun in the previous year had not been completed by fall 1981. It is clear that practice varied widely among the schools and that there were great differences in the degree to which schools adhered to the model.

Problems were more than in the schools. It took time to get a new team at the NCTL up to speed, to orient a new group of university facilitators, and to find a place in the university community. Even knowing what question to ask was a problem for NCTL staff.

There were other problems as well. The relationship of the funding of the SDSI program to the state's Professional Development Program was vague. For example, some schools were literally unaware of the per-teacher allocation of funds and the fact that teachers counted under one program could not receive funds under the other program. Collaboration with the Michigan Department of Education's Office of Professional Development served to clarify that problem.

Establishing A System

One of the first steps the new administration of the SDSI program took was to establish some ground rules for program intent, procedural steps, decision making, university-school relationships, roles and responsibilities of participating schools and personnel, and budget (see Appendix 3). As with most other rule making, these basic assumptions,

initially called "givens", were developed with the people and schools involved. And rules were not changed for projects in midstream.

In most cases ground rules grew out of the original intent and spirit of the Taylor Model. Typically judgments about what had been were not made, although it was clear, even to an outsider, that the operation had been too loose, program intent had sometimes been abused, and the program was not in high repute locally or across the state. The attitude of NCTL was not to dwell on the past. It was rather to fine-tune the management and operation of the program, and that was seen as an evolutionary process. For example, it was clear at the outset that the new university facilitators required orientation, so one of the first activities in fall 1981 was an orientation session. The session continued as a seminar at least once a month throughout the year. Another change that developed early in the year was enlarging the program's scope and changing its name from Professional Development to Staff Development for School Improvement. The intent was made clear: The program leaders wanted to help schools institute a model of staff development, but they also wanted to ensure that what was learned became part of the school's regular program.

A Start on Evaluation

Also recognized was the need to do more about evaluation. As early as July 1981 the director wrote me as follows: "What has been lacking is a sound evaluation process that can determine the effectiveness of the individual EMU-sponsored professional development program pursued by each school/district, and thereby verify the effectiveness of the Taylor Model." She also indicated a need to follow up with schools/districts where plans had been completed to ascertain whether the staff development model had been institutionalized. The desire to evaluate brought me into the project as a consultant a few days each month for the entire school year.

Evaluation always requires data. Even before much had been developed beyond the Taylor Model itself, SDSI staff started documenting meetings, putting ground rules in writing, and generally keeping track on paper of what was happening.

There are, in the SDSI office, notebooks full of the reports of school activities and the minutes of meetings of university facilitators, district coordinators, school committees, and school principals. These provide data describing the program at all levels. School plans and reports on progress catalog what happened in each school (see Appendix 4). The quality and comprehensiveness of the reports vary. Some schools report too briefly, almost superficially; that probably grows out of participation in a much looser program in the first years. Brevity certainly was encouraged in the prior program, in which behavioral objectives were used in program proposals and a strict formal final report was expected. These requirements were standard for all project sites.

Fall 1981 meetings began with an exploratory session to consider how the program could be evaluated. Working with the NCTL director, Scott Westerman, dean of the College of Education, convened a group called the Dean's Advisory Council for the Professional Development Program on September 17. Discussion included a wide range of concerns about evaluation. What should be measured: the quality of the staff development program? whether it gets institutionalized? the degree to which teaching or curriculum is improved? how much and how well students learn? There were suggestions that an overall evaluation plan be devised and applied. The meeting ended having covered everyone's opinion about evaluation and was probably a good first step to find out what various parties wanted in the way of evidence. The group never met again, although a group representing EMU, Wayne State University, and the intermediate school districts in the area was convened several times to stay in touch on their respective and collaborative

efforts. A liaison was also maintained with a similar program at Wayne State University, and assumptions about the relationship of the two programs were developed (see Appendix 5).

Meetings with School District Staff Development Leaders

A second autumn effort was a series of meetings with district coordinators (then called facilitators) of inservice education/staff development. The purpose of these meetings was to build a better understanding of the program and to orient new school and university people. The new NCTL Staff Development Coordinator (formerly a district coordinator in the Taylor system) and school people experienced in the program developed a draft of a handbook on the Taylor Model. The handbook became the centerpiece for discussion. Putting purposes, steps, procedures, and roles in writing was seen by school and university people as a way to be more definitive about the essence of the program. For the EMU-NCTL staff it was a chance to become more precise about how the program should operate, for there had been considerable ambiguity. For the Taylor staff it was an opportunity to develop further the model bearing their name. For other public school people interpretations varied. Some thought it tightened the reins; others felt it was helpful in clarifying the givens of the program.

Getting the Elements of the Program in Writing

In the October 23 report of a district facilitators (now called coordinators) meeting held on October 20, a first draft of basic assumptions, then called "givens", was put in writing. Over the year that draft became the "givens" included in Appendix 6.

The role of the university facilitator was also beginning to get described in writing. A first draft appeared in October. The most recent version is included in Appendix 7.

The efforts to clarify the various dimensions of the program came from several directions. Motivations for clarification varied. In the process there was, in the background, a power struggle for ownership of the program.

At each step of the way the management system improved. There were agendas before meetings and records after meetings. Developments in policy were written, always appearing first as a "draft." There was, increasingly, more input from participants and more follow-up by NCTL staff. More and more information became available, such as clarification of budget and reporting procedures, ideas for an approach to evaluation, communication of staff development approaches in other schools, clarification of relationships with intermediate school district offices and with a similar new program at Wayne State University.

Early in the fall there were a couple of casualities and one replacement among university facilitators. After that the number held at seven for the remainder of the year. The university facilitators were finding their niche.

Evaluation, Ubiquitous and Recurrent

As more order in and better understanding of the program developed, it became more possible to look at what evaluation might involve. It became clear that you have to know what you intend to do before you can evaluate it. It also became apparent that evaluation should be an integral part of the total program, not just step five in the model. One facilitator observed, for example, that needs assessment is a kind of evaluation. Although there was some resistance to reports and writing, university facilitators were increasingly convinced that documentation is data, and data are needed for evaluation. That was not a universal conviction, even by the end of the year, but a great deal of progress was made. Whereas earlier in the year facilitators' reports had been mainly

a brief on where a school was in the six-step process, reports in the spring semester became more substantive. They told what school faculties were doing; they included anecdotes to illustrate ideas; they described procedures and results.

The idea of a handbook was at least temporarily abandoned in January, and a succinct descriptive statement on the program was developed. It went through several drafts with input from most of the parties involved (see Appendix 1).

Progress was slow, but through no fault of any particular individual or group. The slowness was partly a matter of starting an operation with a new team. It was also attributable to changing the rules a bit--or maybe more accurately, to establishing some rules. Then too, programs as complex as the EMU Staff Development for School Improvement Program <u>are</u> a slow process. That point was reiterated by university facilitators in their year-end evaluations. They especially emphasized that more time is needed in the initial stages of a school project for faculty to explore what they are getting into--what the model calls the awareness step.

Involving Principals

By midyear it also became apparent that the program's emphasis on teacher involvement, important as it was, tended to neglect the importance of principals. Programs in schools in which principals were not supportive were not making the progress that schools with supportive principals were making. So planning started in January for a meeting of principals.

Weather in the winter of 1982 was bad. There were several snow days (school closings). As a result the principals meeting had to be postponed until April 21. The turnout was good and the meeting was a great success--almost a surprise to NCTL staff and university facilitators.

Parenthetically, it must be said that the winter of 1982 in Michigan was more than a climatic disaster; it was also bad for morale and spirit. Depression, economic and psychological, was the mood. One would hardly

have expected a principals meeting on staff development to be upbeat. But it was, because the programs in the buildings these principals administered were working.

The principals talked about what staff development involved in their building. Activities identified went far beyond traditional concepts of staff development (see Appendix 8). The link of staff development to school improvement was less clear, but that was probably no more unusual there than anywhere else in the country. Principals also discussed their role in staff development. Several reported shifting to a working-with-teachers role from a directing role. There were reports of better morale, fewer discipline problems, better staff meetings, fewer complaints from teachers, and staff development goals being met. The third-party role of EMU, in the person of the university facilitator, was recognized as important and catalytic.

The principals meeting served as one type of evaluation of the program, and there were no major negative comments. It also convinced NCTL staff and facilitators that future program starts should require more than principal approval of the staff development model; they should include some assurance of willingness and interest to participate. A participation chart developed at midyear to indicate level of involvement may need some further elaboration by NCTL staff (see Appendix 9).

Evaluation and Documentation

As each week and month passed in the 1981-82 school year, there were accomplishments. The steps of the EMU model for staff development were under continuous scrutiny. University facilitators learned quickly that the first step, awareness, often required more time; trust levels needed to be developed. They also began exploring different approaches to needs assessment. And they admitted initial discomfort with their efforts at needs assessment. Program proposals, once the high point of the process,

were reassessed for what they were--plans. And more emphasis was put on implementation. Gradually an evaluation design evolved (see Appendix 10). It has not been fully implemented. School projects that began in 1981-82 bought into a staff development model that had no established evaluation design, so they are completing plans consistent with the status of the staff development model at the time they voted to participate. Some projects have taken to using the evaluation design. Data collected according to the specifications of the newly developed design appear to have promise; however, orientation to the design, and the kind of reporting it requires, is needed.

The whole approach to documentation and evaluation is gradually employing more system and structure. University facilitators have expressed interest in the research dimensions, particularly in an ethnographic approach to data collection and evaluation. A paper exploring the import of qualitative research and enthnographic approaches has been developed to promote further examination of more precise and deliberate ways to collect data and evaluate (see Appendix 11).

Other attempts to document and evaluate progress include a forthcoming monograph on the program. It will include the views of various participants in the program--a teacher, a principal, a district coordinator, several university facilitators, and NCTL staff. Each of the articles will give some evidence in concrete form of the success of the program. Many will be rich with illustrations and anecdotes of staff development procedures and results.

The University Facilitator's Role

The importance and significance of university participation in the program is reported from almost all quarters. A major reason cited by several participants for university involvement is the value of a skilled, informed, neutral party in a school building staff development activity. A notable shortcoming in the university facilitator's role is that of broker of (or linker to) university resources. Several university facili-

tators have admitted they do not know the range and wealth of university resources; all have recognized the need to become more conversant with what the university has to offer.

Year-end reports by university facilitators and school committees show evidence of skills being developed in documentation. Several reports are rich in the details of events and outcomes in a school. University facilitators, particularly, have become skillful in writing comprehensive reports on developments and outcomes. Apparently, they have also been stimulated by their work with schools, some commenting that this field work has been the highlight of the academic year.

One instance of university facilitators' growth is their recognition of the special skills necessary for a person doing their work. Significant is the contrast between the way criteria were expressed earlier in the school year and the statement of requirements for university facilitators set forth in early June (see Appendix 6). The latter demonstrates thoughtful growth in awareness of the facilitator's role.

University facilitators seem to have built a wholesome feeling about their function. The role is now much more clear as a result of a year's experience.

Facilitators reported a number of ways in which they have made progress, and some of the results.

- o "We've made progress in breaking down the ivory-tower image of the university."
- o "We were hung up with the six-step process at first; now we're looking more at behavior changes (in teachers) and school improvement."
- o "We are really helping some schools; it's not just a pass-through of money."
- o "We have given our university an example of something that can be done to reestablish contact with public schools."
- o "This program has improved the quality of my work life."

There are improvements still to be made in the role of the facilitator and in the program. University facilitators identified a number of them. For example:

- o "We need to develop the capacity to use the university as a resource bank."
- o "The principal needs to become a more central person in the program."
- o "Superintendents need to be informed more extensively."
- o "Recording information, documentation, and evaluation need a lot more work."

Facilitators, of course, are just that--facilitators. They assist the staff development and school improvement process. The central players are teachers and administrators. What happened to them and, as a consequence, to the school program?

The Results at the School-Building Level

Progress by teachers and administrators (mainly principals) seems to fall into three broad categories: (1) better communications and improved working relationships, (2) developing an identity as a faculty and a better self-image, and (3) improved curriculum and program.

In the first category, school committee reports and facilitators' reports included such things as an increase in communication and more sharing, improved teacher-principal relationships, and more cooperation and collaboration. One teacher said, "Coming together for the committee work and the inservices has not only raised our morale, but also given us a kind of network on which to build in the future." A principal said, "Maybe there were times when I did make unilateral decisions, where now I'd probably stop and think about it and get people involved."

In the identity—self-image category reports mentioned staffs becoming more unified, a general coming together of faculty, more talking back and

forth, humor becoming pervasive, and the development of a positive (school) atmosphere. A teacher reported, "We're beginning to know each other's personalities better. Just in the business of being a group certain kinds of roles are emerging with certain people. An illustration [is] that there's always someone who brings us back to task if we go astray. There's always somebody who will take the role of the devil's advocate. There's always somebody who will argue a point on their own behalf." Another teacher said that the staff development program in her school had "developed a better sense of professionalism." Several teachers commented that "the school has become more of a community."

Curriculum and program accomplishments that were reported included teachers developing ownership and commitment to improve program, department members talking together about what they wanted to accomplish and finding agreements about what curriculum should be. One faculty member reported that redesigning the reporting system on student progress made the faculty realize anew that they needed to know what they were teaching and what their expectations for students were. A university facilitator reported that in one school "low scores on the MEAP test for fourth grade revealed a problem in mathematics. A number of mathematic concepts on the test were not [being] included in classroom instruction. Revisions have been planned for next year to correct the problem."

A teacher said, "If I understand the research we heard correctly, kids don't learn as well when those things [reading, writing, speaking, and listening] are fragmented as they do if they are taught [together] in a single semester. So obviously a slight problem with the committee is trying to decide just how much of that is going to influence our curriculum."

Some of the program progress was in establishing policy. One school staff reported developing a set of procedures for the use of their new

media center (developed through the program). Another described policy for a new reporting system on student progress, developed with parent input. Still another school committee, in a junior high, developed policy for a student and parent orientation program.

The curriculum and program accomplishments covered a wide spectrum of staff and program needs, many more than traditionally thought of as staff development topics. The reason for that may be the emphasis on school development and the recognition that school improvement is more than staff development.

The reporting, as the illustrations demonstrate, is more descriptive than the usual data on staff development programs. Describing and illustrating progress with anecdotes and vignettes developed gradually over the last school year. Year-end reports from schools and facilitators show progress in descriptive documentation. The evaluation design that has been developed over the year encourages that approach. It also calls for citing relationships between what staff learned and changes in the behavior of personnel, curriculum changes and the impact on students and the community. Although progress has been made and data clearly indicate achievement, the next year should include more attention to documentation and evaluation. Further orientation of all personnel involved should be undertaken so that the validity of the EMU model and procedures can be more precisely demonstrated.

The Results in Student Learning

We can, for example, cite only some general results of the program on student learning and achievement. Teachers reported:

- "Children were motivated to improve."
- "Children are showing progress as a result of extra help (from parent volunteers selected and trained in the program)."

- "Positive behavior was learned by students."
- "Many children finished other classroom assignments quickly and correctly so that they were able to earn as a reward extra time on the computer."
- "There was great enthusiasm in the children."

There was more evidence of impact on students than anyone reported. The job is to get all professional participants to document.

Needed Attention to Documentation and Evaluation

More can be known about all levels of accomplishment in this model of staff development, but it will take more time, higher priority for documentation, training of participants, more and better record-keeping, and an increase in budget. The current results are promising enough to make such an investment defensible. In my view this is one of the best designs for staff development in the country. It uses school, university, and intermediate district talents and resources, and it is carefully arranged to provide both teacher and administrator participation in decision making.

Some observations and recommendations follow. There is no significance or particular logic to the order in which they appear.

Observations

1. The six-step EMU model does not always work sequentially. For example, if a particular plan becomes inappropriate in the implementation stage, it may need to be changed, and that means a return to planning. Or in needs assessment original needs may reveal mainly surface needs, the things people are willing to admit. Into the project a few months, more basic needs may surface, and that may require reassessing needs in the implementation stage.

2. There are usually intended results and benefits in a project, and they, of course, should be recognized. Everything can't be planned, however. There are almost always unintended results, sometimes good,

sometimes bad. Unintended results may on occasion be more important than what was planned. For example, a project may do wonders in improving staff morale when the official objective was developing a more coordinated approach to helping students learn to write.

3. The university facilitator is a new role for university professors--a very significant role, both practically and academically. The declining enrollment in colleges of education and the difficulty universities have in making their resources accessible are conditions that this new role for professors might alleviate.

4. Often the results of a staff development program are reported without evidence of precisely what the outcome involved nor how the result was accomplished. The way staff or school improvement is achieved may be at least as important as the outcome.

5. Documenting as a project proceeds would help provide data. Too many projects have not made documentation a continuous and an integral part of their program. Hence, data are not available either to help in making ongoing project decisions or for evaluation.

6. The role of the district coordinator (formerly called the district facilitator) is unclear in a number of districts. Sometimes the district coordinator assists in very important ways that only a local person can. Sometimes the district coordinator hampers university access to a school. The role needs examination.

7. Short descriptions of local building staff development projects would be helpful to have on file. They would be helpful to teachers and principals in new school projects. Even continuing projects would appre-

ciate a look at what others have done.

8. Often opinions vary in the same project. Teachers and principals too often see different opinions as detrimental to harmonious progress. The tendency is to avoid conflict. Yet conflict can be used in very productive ways, and skills in the effective use of conflict can be a by-product of a staff development project. Staff development for school improvement is a political process, among other processes, and differing educational and political views make for a healthy, dynamic system.

9. Visiting schools where something interesting and different is going on seems to work as one way for teachers to learn. Only a few projects have sought out and visited other schools.

10. Time is obviously an important factor in almost all projects. Teachers need time to engage in staff development and school improvement. The number of schools using project money to free teachers (by hiring substitutes) to carry out the project is evidence of this.

11. The six-step model seems to be taken for granted at many sites. More attention to the value and effectiveness of the model is needed. The model has been an evolving concept. In order to continue to evolve and improve, to continue a dynamic process, evidence on the model's effectiveness is needed.

12. The rhythm of school building projects gets very little mention; that is, the high and low levels of activity and enthusiasm seldom get mentioned. Yet there are problems at most sites in maintaining momentum,

problems leaders need to deal with. More knowledge about how momentum can be maintained is needed.

13. The EMU project's expectations for institutionalization in one year may be too ambitious. It probably takes two or three years before a new or different practice becomes part of a school faculty's regular procedure.

14. University facilitators working on an overload basis are almost always overworked. Although energy levels vary greatly and the time individuals have to devote to professional activity differs, the job of the university facilitator cannot get sufficient attention on an overload basis. The issue is not only the time available to a professor after his or her university load is accomplished; it is also the apparent value ascribed to the university facilitator's role by the university. When the university facilitator's job must be taken on in addition to a full-time job, it obviously is viewed as not difficult, time-consuming or important. The job (serving as facilitator in one school), in fact, takes more time than teaching one college course.

Recommendations

1. The program should get going earlier in the school year. Most projects should run from September through June (with renewal possible).

2. The evaluation design should be a given in any new project. The necessary training and support to ensure valid, regular documentation should be provided.

3. The discrepancies between facilitators' and school committee reports should be reviewed, and, if possible, the differences in perception should be explained, or at least there should be an attempt to understand them.

4. The move away from stilted, sterile reports should be continued. Reports should tell more than the details of procedures and steps; they should tell what happened to the people and the program.

5. Work should begin on what determines the adequacy of a staff development program. The parameters of legitimate staff development in the program should be determined.

6. There should be more attention to the future impact of the program, for example, what follow-up is needed, how durability of changes can be tested, how the model can be extended to other buildings, and what reports need to be made to boards of education.

7. A system of funding should be set up that calls for some matching funds on the part of the school district. This will call for a commitment on the part of the school.

8. EMU money should be made available on the basis of how many teachers are involved in each school.

9. Graduate students should be involved with university facilitators. The projects can provide a marvelous training ground for anyone studying teaching, supervision, and/or curriculum development.

10. Some sort of apprenticeship should be considered for new university facilitators.

11. There should be visiting across projects by participants to promote sharing and to stimulate thinking about what is possible.

12. Possible relationships between preservice programs (particularly student teaching) should be explored and there should be discussion of how preservice and inservice education might complement and supplement each other.

APPENDIX 1

Staff Development for School Improvement

An Overview

Introduction

The Staff Development for School Improvement program described in the following pages is designed to provide school staffs with the skills and procedures they need to identify and address their most pressing problems. The program is based on the premise that classroom teachers can best address their needs, identify their own priorities, and plan a program for resolving their needs and priorities at the building level (or a department within a building). The Staff Development for School Improvement program at Eastern Michigan University, now in its fourth year, currently involves university facilitators from four of its colleges, and twenty-seven schools in eighteen school districts.

The program originated and has evolved in Michigan's Taylor school district since 1974. As it spread to other districts through Eastern's involvement and now also through Wayne State University's involvement, the program has continued to develop. It has flourished because the teaching staffs of involved schools have had the responsibility for planning, implementing, and evaluating their own staff development. Ownership of the staff development program is key and the endorsement of the program by both administrators and teachers is essential. The success of the Staff Development for School Improvement program as it has expanded to other districts can be attributed mainly to the use of a clearly defined six-step process. When a faculty finds that the process works, it can usually be continued in subsequent years. Critical, however, is whether the process produces change and improvements--whether teachers feel better about what they are doing, whether the school program has improved. We are concerned about two kinds of outcomes, two kinds of institutionalization: (1) the adoption of a staff development process, and (2) the adoption of the school improvement that results from staff development.

Adoption by the staff does not begin and end at the school building level. Collaboration is a major characteristic of the Staff Development for School Improvement program. Such collaboration involves the cooperative endeavors of the school, the local district, the intermediate school district, the Michigan Department of Education, and the university. This is exemplified by the collaboration of Eastern Michigan University and Wayne State University. Both receive funds from the Michigan legislature for the delivery of professional development services to local school districts, which in turn supports each university's Staff Development for School Improvement program. A Collaborative Advisory Committee, with representatives from intermediate school districts, teachers, local district administration, the Michigan Department of Education, and two universities, serve both university programs jointly.

Preliminary Steps

A school district, university, or individual school building may first learn about the Staff Development for School Improvement program from the state department of education, the university, the intermediate school district, the local school district, or an individual teacher. Once a district has indicated an interest in participating in the program, a presentation is made by a program representative, usually a university facilitator, from the sponsoring

university. The initial presentation is made to the district's central administration and the teacher organization at the same time. The commitment of both administration and teacher organization is essential at the point of entry if the program is to go forward.

Following the acceptance of the program by the district's central administration and the teacher organization, information about the Staff Development for School Improvement program is shared with the local professional development policy board.* The policy board (or central administration) then selects schools to be candidates for involvement.

Few staff development programs go very far without the approval and support of the building principal. After the policy board identifies a school for possible participation in the Staff Development for School Improvement program, the program is explored with the principal of the candidate school by the district's professional development coordinator (or someone comparable), a university facilitator, and a policy board representative. The exploration provides a chance to raise any questions or concerns about the six-step process of the program, how the process can contribute to school improvement and other matters. The principal then decides whether he or she is interested in participating. An interested principal proceeds with a request for a presentation about the program to the school staff. However, the principal's agreement for a staff presentation is not a commitment for staff participation.

The Six-Step Process

The essence of the Staff Development for School Improvement program is constructive change through shared decision making at the school building level. It is based on five assumptions:

1. The school building is the largest unit in which effective change can occur.
2. Those charged with implementing change must have an active voice in determining how that change will take place.
3. Ownership of the change process by those participating is essential and is a natural by-product of shared decision making.
4. Such change contributes to an improved learning climate, reflected in the improved instructional performance of teachers and academic performance of students.
5. The six-step process provides a vehicle for that change to occur.

School improvement is the focus - staff development is the process.

Step I--AWARENESS, READINESS, AND COMMITMENT. The initial awareness session with the school staff is conducted by the university facilitator and the district coordinator. It encompasses: (1) a brief history of the program,

*While many states do not require the establishment of professional development policy boards, such boards were mandated by the Michigan Department of Education (MDE) in 1979, if a local or intermediate school district is receiving funds for professional development from MDE.

(2) its purpose and the assumptions on which it is based, (3) an explanation of the six-step process, and (4) the anticipated outcomes and benefits of a school building project. Following the opportunity to explore the potential and requirements of the program, each staff member votes by secret ballot on his or her commitment to participate. A 75% vote in favor of participating is required for a school staff to become a part of the program. Once a school staff has voted to participate, a staff-wide interactive needs assessment is the next step.

Developing readiness in a school staff may take some time, entailing more than one awareness session and a lot of probing. When a school staff is not ready to vote after an initial session, the staff may decide to meet again or they may choose to have a building level task force explore further the desirability of participation. The task force is providing additional information about the Staff Development for School Improvement program by the university facilitator and district coordinator. When the task force completes its probing, it reports to the school staff. After this presentation, and if the staff feels ready, a vote to participate is taken.

Step II--INTERACTIVE NEEDS ASSESSMENT. The selection of a priority goal by the school staff begins the process for designing its staff development project. The priority goal emerges from the critical needs identified by the staff members. The process of needs identification and their ordering are determined through an interactive needs assessment. This involves the active participation of the staff with an outside consultant having expertise in the needs assessment process. A variety of procedures may be used. As a result of the interactive process, school staff members

1. identify needs they consider critical
2. reach agreement on the most critical needs
3. establish a primary goal
4. identify factors that might influence its accomplishment
5. select a staff development planning committee

The staff development planning committee typically consists of five to seven members, comprised of (1) two teachers elected by their colleagues; (2) one resource teacher, reading teacher, counselor, or other staff member who is a member of the teachers' bargaining unit; (3) the building principal or assistant principal; and (4) the university facilitator. A parent representative might also be included.

Step III--THE PLAN AND ITS APPROVAL. The staff development planning committee with the input of the school staff is responsible for writing a plan for the project to be undertaken. Substitute teachers are used to free teacher committee members to work on the plan. The committee members are given assistance by the university facilitator on how to develop a project plan, which builds on the information obtained through the interactive needs assessment.

Development of the project plan by the planning committee is accomplished through a series of workshops led by the university facilitator. Constant interaction with the total school staff is necessary and typically entails several meetings with the school staff, which elicit suggestions to improve the proposed program. When modifications have been completed, consensus is

sought or a vote is taken to assure that staff are committed to the project plan. While the design of the plan may take several forms, each plan includes: (1) a statement of the priority goal, (2) project objectives, (3) action strategies (activities), (4) expected outcomes (change), (5) time lines and schedule of events, (6) evaluation procedures, (7) human and material resources needed, and (8) a detailed budget.

Approval of the project plan involves (1) reaching consensus on a vote of the teaching staff, (2) a review of the plan by the district policy board, and (3) acceptance of the plan by the university grantor. If any content or procedural changes are suggested by the district policy board or the university grantor, the plan goes back to the originating staff for further modification. In most instances, approval of the plan is assured because of the level of agreement reached between the school staff, the district policy board, and the university grantor on the nature and design of the project.

Step IV--IMPLEMENTATION. A basic premise of the Staff Development for School Improvement program is that effective staff development inevitably contributes to improvement in curriculum and instruction and thereby the learning milieu of the school. Implementation is the phase in which goals and objectives presented in the project plan are carried out. Its focus is the activities conducted with the school staff, be they workshops, on-the-job study, analysis of and actions on a new teaching technique, curriculum development in a content field, school visitation to observe successful practice, or the use of outside consultants with expertise in a critical need area. Keeping track of the project's progress in reaching its objectives is an integral part of implementation. The plan serves as a significant guide against which to check what actually happens, since it provides a descriptive projection of what implementation should be. While the school year, from September to June, provides the time frame during which the staff development project is conducted, this step typically takes place over three to six months.

Implementation also includes the application of what has been learned, such as trying new curriculum or teaching strategies, applying professional techniques learned, and testing materials developed. The ultimate test comes in Step VI when the question is, "Has staff development caused school improvement?"

Step V--REPORTING AND EVALUATION. In the Staff Development for School Improvement program, evaluation is viewed as a continuous process to determine the degree to which goals and objectives are being accomplished. The concern is with four categories of outcomes:

1. the knowledge, skills, and attitudes learned by the participants
2. changes in behavior caused by the knowledge, skills, and attitudes learned
3. changes in curriculum and/or teaching strategies caused by what has been learned
4. changes or improvement in student learning caused by categories 1, 2, and 3

To assure that varied and comprehensive data about the project are considered, both quantitative and qualitative data are gathered and assessed. The school staff is responsible for its own project evaluation, and the university

facilitator is available to work with the staff on the process, providing assistance whenever needed. The staff is encouraged to collect and record evidence in the above four categories. Semester and year-end reports, which bring together all information collected as an assessment of accomplishments, are required. For the year-end reports, special evaluation sessions are conducted.

Regular reporting of project progress by the staff development planning committee is made to the school staff and the district policy board, on at least a monthly basis. The committee continues to meet regularly for the duration of the project to coordinate each step of the project. Preparation of the semester and year end reports is also the responsibility of the committee.

Step VI--ADOPTION. The ultimate success of the program is by the degree of school improvement that occurs through staff development. Adoption of the six-step process as on-going procedure by the school staff indicates an interest and a willingness to assume greater responsibility for enhancing the school's teaching-learning environment. This final step occurs when the school staff continues using the same six-step process by moving into another staff development project with support provided by an outside funding source, which may be the current grantor, or ideally, on its own.

When the project has been completed, a concluding interactive needs assessment is conducted. This needs assessment builds upon the knowledge, skills, and attitudes that have been learned as a result of the project. Examining the effectiveness of the project in school improvement usually results in identifying new needs, which is the beginning of another staff development project. The same six-step process can then be repeated.

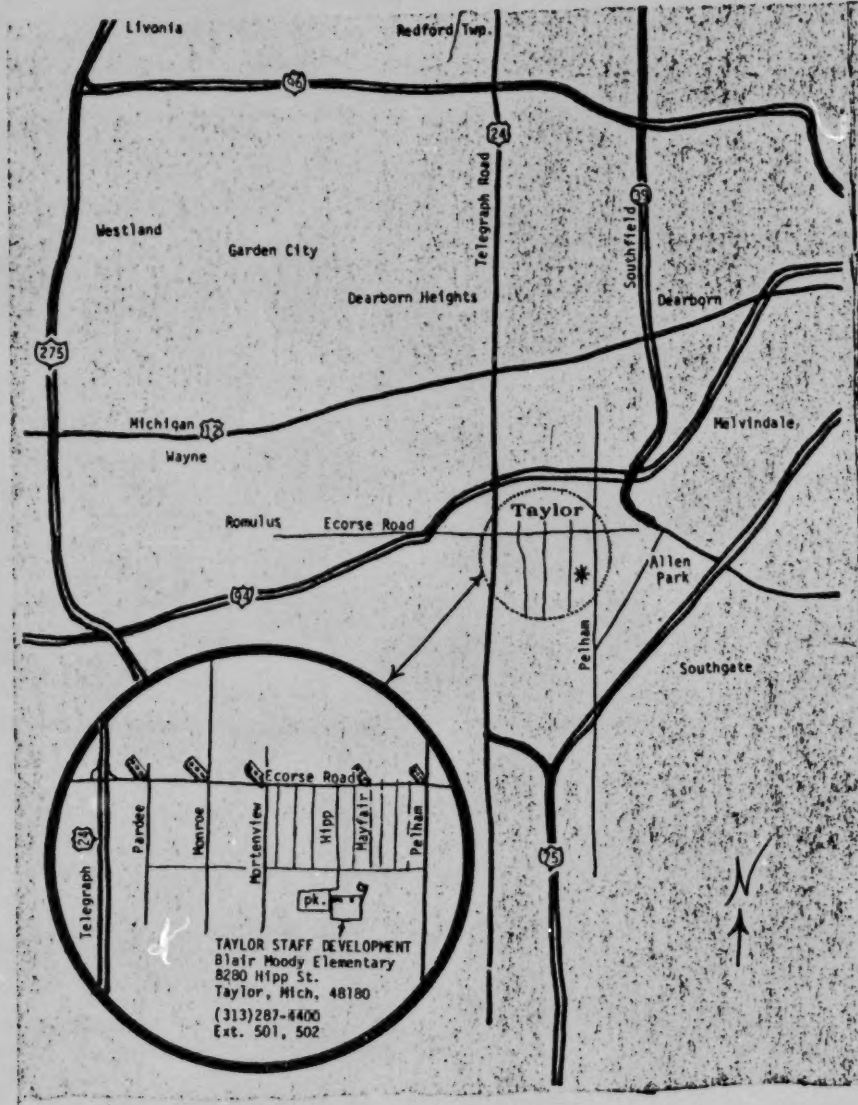
Conclusion

The focus point of the school building level staff development model is staff development for school improvement, not inservice education for individual professional personnel. Its primary emphasis is on developing better programs for students by supporting teachers and administrators in their work to improve curricula, develop more effective teaching strategies, and create better learning climates. Improving the quality of schooling--the quality of experiences students have under the auspices of the school and the results of those experiences--is its first consideration.

APPENDIX 2

The Taylor School District

Staff Development Program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Hipp
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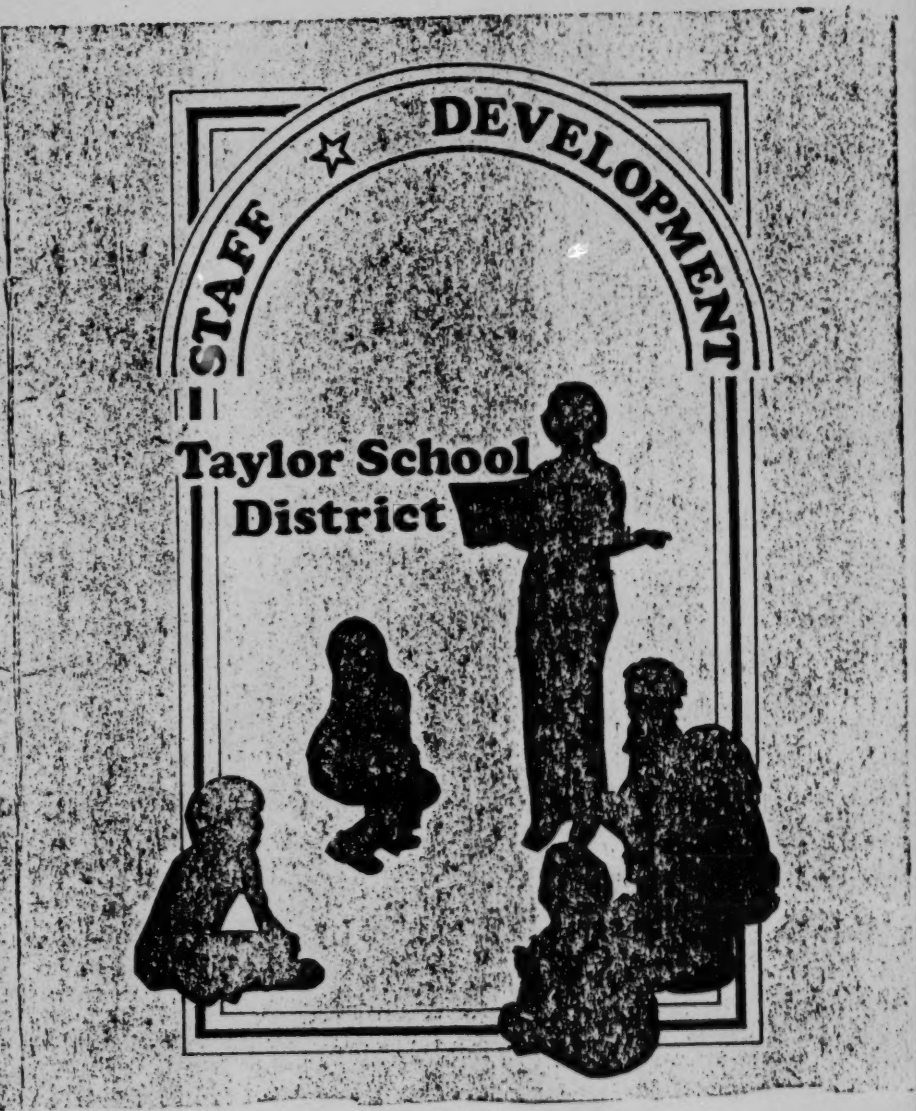
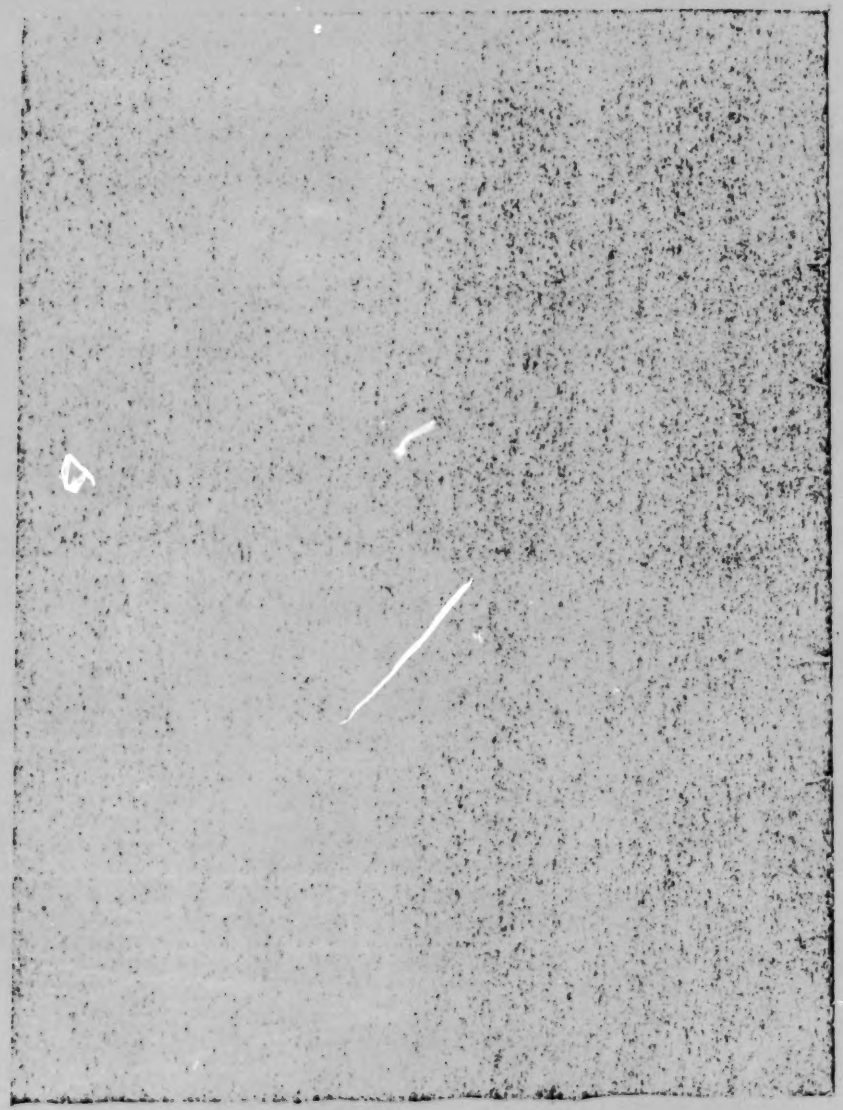
pk.
TAYLOR STAFF DEVELOPMENT
Blair Moody Elementary
8280 Hipp St.
Taylor, Mich. 48180
(313)287-4400
Ext. 501, 502


STAFF DEVELOPMENT
Taylor School District



Taylor School District

STAFF DEVELOPMENT

8280 Hipp

Taylor, Michigan 48180

Phone: 287-4400

Ext. 501, 502

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Facilitators.	Fran Brandi
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	Larry Thomas

INTRODUCTION

Staff Development is a planned and organized effort to: (1) provide teachers and other educational workers with knowledge and skills to facilitate improved student learning and performance commensurate with student incentive and potential, (2) meet additional developmental needs of students, and (3) meet the specific needs of staff that may or may not be related to cognitive outcomes.

Initially established in 1974 as a series of workshops conducted at a demonstration school, the Taylor Staff Development Program has evolved in response to the needs of teachers. Continuing program evaluation has proved that a school staff can deal most effectively with their priorities by identifying them and programming for them where they are most clear and immediate, at the building/department level.

Therefore, the Taylor Staff Development process is designed as a catalyst for providing staffs with the skills they need to identify and address their most pressing problems. The impetus must be provided by the school leadership, the schools individual priority need must be identified by the entire staff, and responsible for programming to the priority must be assumed by a building leadership team.

The structure for developing this approach is built on the premise that there are some basic assumptions that provide the foundation for effective change. Dr. Wendell Hough, Associate Dean, Wayne State University, has served as advisor to the Staff Development personnel since 1977. He has provided the Taylor Model with nine assumptions which have served as guides to decision making during the most productive period of the refinement process.

SOME BASIC ASSUMPTIONS UNDERLYING EFFECTIVE CHANGE

1. Every person is logical in his own context. You can't tell people what to do and expect them to buy into the idea.

2. The most critical variable in teaching effectiveness is the extent to which one can use himself effectively in interacting with and releasing the potential of others.

3. Persons who are to be affected by decisions should be involved in making decisions.

4. Shared decision-making is more effective than arbitrary D-M and builds personal and task commitment for those involved.

5. Outside intervention is necessary for significant change in teacher behavior and feedback on behavior is the necessary ingredient for teachers to understand the impact of their behavior.

6. Although consultant help is necessary and important, directions for change should come from local sources.

7. Leadership cannot be assumed; any changed model should provide a leadership training component.

8. Effective curriculum change is a human process, necessitating change in interaction patterns, e.g., support systems.

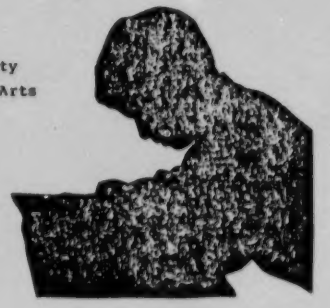
9. The principal cannot create effective change, but he/she can block change. The principal can and must facilitate change.

COORDINATING FUNDS AND RESOURCES

The building/department funding varies according to each individual curriculum plan. The following funding sources are coordinated by the Staff Development personnel.

FUNDING SOURCES:

Title I
Article 3
State Aid Entitlement
Eastern Michigan University
Michigan Council for the Arts
District Funds
Local Building Funds
Fund Raisers

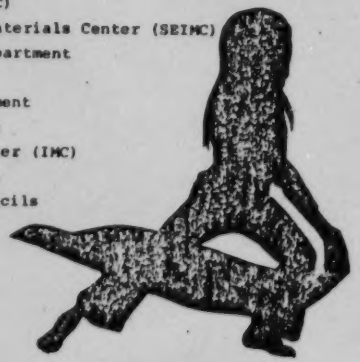


RESOURCES

In addition to using workshops and seminars, the Taylor Staff Development Program cooperates with many agencies and groups in the area and within the district, in order to coordinate the resources (both human and material) currently available. This cooperating effect is beneficial to all those involved. For example: University staff, as well as their students, reap benefits from using the local district as a clinical setting. . . the local district staff and students benefit by having professors and students involved in their schools and programs.

Cooperating Agencies and Groups:

State Department of Education
Wayne County Intermediate School District (WCISD)
Wayne State University (WSU)
Eastern Michigan University (EMU)
University of Michigan (U of M)
Professional Development Advisory Council (PDAC)
Taylor Federation of Teachers (TFT)
Michigan Federation of Teachers (MFT)
American Federation of Teachers (AFT)
Catholic Social Services
United Community Services
Area Local School Districts
Professional Resource Center (PRC)
Special Education Instructional Materials Center (SEIMC)
Taylor Research and Evaluation Department
Taylor Basic Education Department
Taylor Community Education Department
Taylor Career Education Department
Taylor Instructional Material Center (IMC)
Taylor Special Services Department
Parent Organizations/Advisory Councils
District Task Forces
Michigan Council for the Arts
Taylor Council for the Arts



SIX STEP CHANGE PROCESS FOR STAFF DEVELOPMENT

The following program outline describes the Taylor Staff Development Process as it currently exists:

Step I . . . Determine Needs and Establish Priorities

After an interest/need in the Staff Development program has been expressed by a particular staff, the building principal is contacted by the Staff Development Director and a presentation is arranged to explain the Staff Development process to the entire staff. The roles and responsibilities of the Staff Development personnel, the Building/Department Planning Committee and District Policy Board will be reviewed and explained. Additional time may be spent with the local building/department staff as needed, to determine their level of awareness and readiness for dealing with the Staff Development process.

When the determination is final that the local staff is ready to enter the Staff Development Program an interactive needs assessment is conducted. The needs assessment allows the staff members, along with parent representatives, to select a priority goal. The goal is a guide in the formulation of a proposal to deal with the staff's primary need. This interactive needs assessment is cooperatively planned and conducted by Wayne State University resource personnel through Dr. Wendell Hough with the cooperation of the Taylor Staff Development personnel.

During the needs assessment session the building/department staff and parent representatives participate in the following:

1. Agree upon a primary need.
2. Write and agree upon the priority goal statement.
3. Participate in activities that will generate data affecting the priority goal.
4. Participate in activities which demonstrate staff commitment in working together to deal with the selected priority goal.
5. Select a committee to write a plan (proposal) which expresses the ideas, needs and intent of the local staff. This committee remains constant and develops into a leadership team which helps to insure that the Staff Development process becomes a built-in, continuing change agent, at the local building/department level.

The structure of this building committee is as follows:

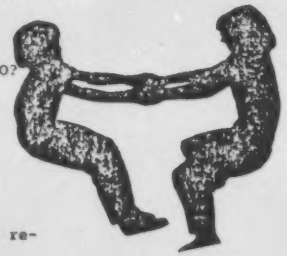
1. Two classroom teachers, elected by fellow teachers. (The size and representation may vary depending on level of instruction, staff size and priority goal selection.)
2. One resource or reading teacher, counselor, or other staff member who is a member of the teacher's bargaining unit, yet not requiring a substitute.
3. Principal.
4. Parent leaders. (This may vary depending on the size of the committee.)
5. Staff Development Facilitator and/or other non-building/department level resource personnel whose expertise may be needed for a particular priority goal. These members are non-voting.

Step II . . .Proposal Development:

The building/department (leadership) committee writes the proposal with input and direction from the entire group involved. Substitutes are used for the two classroom teacher committee members to allow time for this procedure.

The proposal included:

1. Statement of the priority goal.
2. Statement of the objectives.
3. Statement of strategies. (WHO? WHAT? HOW?)
4. Statement of expected changes. (WHY?)
5. Monitoring and evaluation plans/designs.
6. Timelines and schedules. (WHEN?)
7. Description/identification of resources to be used.
8. Cost projections.



Attachment to the proposal:

1. Appropriate schedules, (committee meetings, monitoring, evaluation, etc.).
2. Role of the Staff Development Facilitator.
3. Role of the Building Planning Committee.
4. Role of the District Policy Board.
5. Phase I and Phase II Success Criteria.

Step III . . .Proposal Approval:

A. The originating staff and community representatives (as described in Step I) must approve the final proposal before transmittal to other groups.
B. The District Policy Board then approves the proposal.
C. The appropriate fiscal agent is the final approving group.

If any content changes are made or suggested by either the District Policy Board or the appropriate fiscal agent, the proposal must go back to the originating staff for agreement. All three groups must agree on the final disposition of the proposal.

Step IV . . .Implementation and Development:

During the implementation and development stage a well structured system of monitoring and evaluation must occur to insure that the plan is working. Revisions may occur; if they are major content changes the proposal, as amended, must go back to the original approving groups. Timelines for this stage may vary greatly, depending on the group and the priority goal. Most proposals are one year in duration.

Step V . . .Monitoring and Evaluation:

Monitoring and evaluation procedures, schedules and designs are included in the proposal. Final evaluation rests with the Michigan Department of Education.

The Staff Development personnel maintain logs during the entire duration of the proposal which document progress and record pertinent information for both short term and long term monitoring and evaluation. Various surveys are conducted, and needs assessment, force field analysis and re-assessment information is collected and analyzed on a regular basis. All data are pulled together at the end of the year for an evaluative summary report on each project along with a status report. All members of the Staff Development Department meet once each week for project updates, planning and coordination.

Consultants from Wayne State University, who possess expertise in program evaluation and planning in the area of Staff Development, conduct end of the year evaluative sessions with the involved principals and Staff Development personnel to generate information/data which result in recommendations for program improvement for the following year.

Step VI . . .Re-assessment:

When closure is reached on the current proposal, the entire process continues with an interactive re-assessment of needs. This session is usually conducted by an outside expert from Wayne State University.

PHASES I AND II

The Taylor Staff Development Program consists of two phases. The model is designed to accomodate building/department staffs just entering the program and staffs that have been involved for several years.

In order for a building/department staff to enter the program several criteria must be met.

CRITERIA FOR PHASE I

1. A letter of interest will be submitted to the Director of Staff Development. Arrangements for an informational meeting with the staff will be made.
2. Interested staff members will participate in an informational meeting conducted by Staff Development personnel.
3. The building/department administrator will send an application for participation to the Staff Development Policy Board. The members of the Policy Board will review all applications and recommend school/department participation based upon need and degree of commitment.

PHASE I OF PROGRAM DEVELOPMENT

Phase I is the initial stage of the staff development process when the local staffs need a great deal of assistance and guidance. They need time and experience to develop the skills and leadership qualities necessary to manage the staff development process. This initial phase usually requires one to two years for the planning committee to emerge as leadership teams.

Prior to entering Phase II of Staff Development the building/department committee must be made aware of criteria necessary for entering Phase II of the Staff Development process. The building/department planning committee, the Staff Development Department and the involved staff must agree that the change from Phase I to Phase II program planning is advisable.

When agreement is reached by all three groups to enter Phase II, sessions are conducted to insure continued communication, monitoring and evaluation procedures. Revised role descriptions are highlighted. The Staff Development Department continues to be responsible for resource coordination, a highly structured system of monitoring and evaluation, scheduling for release time and re-assessment procedures.

New buildings/departments are included in the Staff Development Program as experienced staffs move into Phase II of the program. The determination for entrance into the program is based upon high needs status according to the Michigan State Assessment scores and/or requests based on documented needs. Final approval for entrance rests with the District Policy Board.

CRITERIA FOR ENTERING PHASE II

In order to determine when a local staff is ready to move from Phase I to Phase II the following criteria must be in evidence.

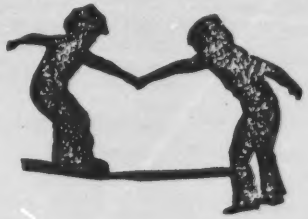
1. The school is using the Staff Development process successfully as a major means for dealing with priorities in a well planned and coordinated manner with input from the entire staff.
2. The planning (leadership) committee is undertaking the full management of the Staff Development program while maintaining continuous communication with the entire staff and their Staff Development Facilitator.
3. Staff members are using techniques and procedures to improve the learning environment and the education of the students as a continuous process.
4. School climate is improving as evidenced by positive changes in attitudes and the inter-personal relationships among staff, students and the community.
5. Students are evidencing improved achievement, particularly in the areas of reading and mathematics.

PHASE II OF PROGRAM DEVELOPMENT

Phase II of the Staff Development process enhances individuality, insures local input and creates the atmosphere for self-motivation and self-improvement, ultimately promoting student achievement.

The key component to a successful on-going Staff Development program is a strong, involved planning committee at the building or department level.

The need for a Staff Development Facilitator is minimized as the planning committee takes the leadership role. At this stage the Staff Development Facilitator assumes the position of a resource person on call and assists the committee with monitoring, evaluation and re-assessment on a regular basis.



APPENDIX 3

Basic Assumptions

University Facilitator's Role

Project Budget Guidelines

BASIC ASSUMPTIONS

Staff Development for School Improvement Program

The six-step Taylor Model of Professional Development will be followed by all participating schools.

This is a building-level model; all activities will be developed and implemented within that framework.

Seventy-five percent of a school's teaching staff must agree to participate.

There will be documentation; reports will be submitted to the University Facilitator on a monthly basis.

There will be an evaluation plan that will be implemented.

Disbursement procedures will entail the following:

- -25% of allocation upon receipt of staff agreement forms confirming that 75% of the teaching staff have agreed to participate
- -50% upon acceptance of the staff development program proposal
- -25% upon receipt of final report which includes a narrative on the program process and outcomes, and an itemized breakdown of expenditures.

UNIVERSITY FACILITATOR'S ROLE

Description

.2-10 hours per week in schools
.3 schools maximum number assigned
.a process consultant, not a content consultant
.2 semesters of involvement (eight months)

Responsibilities

.will conduct building committee training sessions

.will keep a journal with entries for each visitation

.will assist assigned schools in program proposal development

.will meet at regularly scheduled meetings with the Professional Development Coordinator, other University Facilitators, and NCTL staff as appropriate

.will serve as a resource person in program implementation

.will provide regular follow-up on each school's progress through the six steps

.will provide the Professional Development Coordinator with monthly updates of each school's progress

Project Budget Guidelines

As part of Eastern Michigan University, the National Center on Teaching and Learning follows the fiscal policies of the University. Those policies are reflected in the following budget guidelines for school projects supported through NCTL's Staff Development for School Improvement program. Project accounts will be reviewed by the Professional Development Coordinator and the Director of the National Center on Teaching and Learning.

1. The proposed budget in the project plan should provide an itemized breakdown of anticipated program expenditures. Line item categories might include the following:
   - I. Substitutes--rate per day per sub; how many days
   - II. Stipends--rate per day per person; how many days
   - III. Consultants--rate per day per consultant; how many days
   - IV. Conference/Workshop Fees
   - V. Travel and Expenses
     - .Consultant
     - .Conference/workshop participant
   - VI. Program Materials
   - VII. Program Supplies
   - VIII. Reproduction/Duplication of Program Materials
   - IX. Inkind Contributions
     - .Administrative
     - .Clerical

2. Substitute, stipend, and consultant fees should be consistent with those of the school district

3. Any inkind contributions, such as administrative and secretarial costs, also should be listed

4. Stipend compensation should be used only for time spent on specific project tasks after regular school hours

5. Costs for planning and evaluation should be incorporated into appropriate line item categories

6. All project costs will be compensated with the exception of materials used in daily classroom operations, furnishings, equipment, renovations, etc.

7. A detailed financial report should be part of each Semester and Year End report submitted, and should include receipts or purchase orders for expenditures

8. Any monies not expended should be returned to the University with the final financial report

APPENDIX 4

Staff Development for School Improvement

Year-End Report 1982

Staff Development for School Improvement

1981 - 1982

Year-End Meeting Report

Director, Winifred I. Warnat
National Center on Teaching and Learning

Coordinator, Larry J. Thomas
Staff Development for School Improvement

National Center on Teaching and Learning
Eastern Michigan University
111 King Hall
Ypsilanti, Michigan 48197
(313) 487-1060

Eastern Michigan University

Ypsilanti, Michigan 48197

July, 1982

Dear Participants:

We at the National Center, think it's been a banner year--one filled with discoveries as we have attempted to strengthen the staff development for school improvement process. Thanks to you and your school's responsive involvement, we believe we have made major strides in doing so.

This year's end-of-the-year meeting was a huge success. Everyone had the opportunity to share program results and concerns with participating superintendents, directors, principals, teachers, ISD representatives, and National Center staff.

In September all district superintendents will receive a letter describing the procedure for starting new projects during the 1982-83 school year.

The National Center's staff would like to thank all participants for their contribution to our successful year.

We would like to wish an enjoyable and safe summer to everyone. We look forward to seeing you in the fall.

Sincerely,

Winifred I. Warnat
Director, NCTL

Larry J. Thomas
Coordinator, SDSI

Institute on Professional Development
NATIONAL CENTER ON TEACHING AND LEARNING
(313) 487-1060

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I. List of Guests

Staff Development for School Improvement
National Center on Teaching and Learning

Invited Guests

Year-End Meeting
June 15, 1982

EMU/WSU Collaborative Advisory Committee

Urey Arnold
Assistant Superintendent
Macomb ISD

Jack Bowen
Assistant Superintendent
Washtenaw ISD

Paula Brictson
Director
Professional Development
Michigan Department of Education

Jessie Kennedy
Director
Detroit Teacher Center for
Professional Growth & Development

Marvin Green
Assistant Superintendent
Curriculum & Staff Development
Detroit Public Schools

Mary Green
Associate Dean
College of Education
Eastern Michigan University

Stephen Hillman
Chairperson, Faculty Assembly
Wayne State University

Wendell Hough
Associate Dean
College of Education
Wayne State University

Rae Levis
Associate Superintendent
Wayne ISD

Joseph Messana
Director, General Education
Oakland ISD

Mark H. Smith
Associate Dean
College of Education
Wayne State University

Geneva Titsworth
Director
Taylor Staff Development

Jerome Weiser
Department of Teacher Education
Eastern Michigan University

Scott Westerman
Dean
College of Education
Eastern Michigan University

Superintendents

Harry Howard
Ann Arbor Public Schools

Raymond VanMeer
Chelsea School District

Douglas Lund
Dearborn Public Schools

Michael Williamson
Dexter Community Schools

J. Michael Washburn
Garden City Public Schools

Garnett Hegeman
Inkster Public Schools

Invited Guests (continued)

Superintendents

Walter Jenvey
Lincoln Consolidated Schools

Clayton Symons
Milan Area Schools

Raymond Bottom
Monroe Public Schools

Norman Katner
Saiine Area Schools

Simon Kachaterian
Taylor School District

Timothy Dyer
Wayne-Westland Community Schools

Edward Heathcote
Whitmore Lake Public Schools

William Pearson
Willow Run Community Schools

Robert McLennan
Ypsilanti Public Schools

District Coordinators

Chris Moody
Ann Arbor Public Schools

Merice Blackburn
Dearborn Public Schools

Beverly Fristick
Garden City Public Schools

Mary Moss
Inkster Public Schools

William Ribich
Milan Area Schools

Robert Monhollen
Monroe Public Schools

Pat Forrester
Saline Area Schools

Jodi Sheridan
Taylor School District

Barbara Skone
Wayne-Westland Community Schools

Melissa Johnson
Whitmore Lake Public Schools

Ruth Moorman
Willow Run Community Schools

Judy White
Ypsilanti Public Schools

Principals and Staff

Ann Arbor Public Schools
Dicken Elementary
- Barbara Inwood, Principal
- Gayle Richardson
- Marsha McNeely
- Audrey Johnson

Chelsea School District
North Elementary
- Robert Benedict, Principal
- Arlene Clark
- Salley Schlupe
- Barb Fischer

Dearborn Public Schools
William Ford Elementary
- James Boatwright, Principal
- Fran Allen
- Roger Cox
- Patricia Montgomery
- Anna Jeromski

Dexter Community Schools
Wylie Middle School
- Ross Stephenson, Principal
- Linda Chapman

Invited Guests (continued)

Principals and Staff

Dexter Community Schools
Bates/Copeland Elementary
- Caroline Sapsford, Principal
- Debbie Borton
- Sis Kanten
- Jean Greenway
- John Wagner
- Margie Leslie

Garden City Public Schools
Farmington Elementary
- Jacob Hudson, Principal
- Shirley Tate
- Audrey Sissom
- Linda Switzer
- Kathy Sedor
- Marlene Zarn

Inkster Public Schools
Fellrath Junior High
- Tommie Summerville, Principal

Frazier Elementary
- Lorraine Patterson, Principal

Lincoln Consolidated Schools
Lincoln Junior High
- Mike Bewley, Principal
- Barbara Hooker
- Anitra Gordon
- Carol Wahla

Milan Area Schools
Milan High School
- Robert Brinklow, Principal
- Tom Fahlstrom
- Dave Hahn
- Tom Holden
- Diane Hamlin

Monroe Public Schools
Cross-District Librarians
- Doris White
- Jo Hipsher

Saline Area Schools
Jensen Elementary
- Dixie Hibner, Principal
- Beth Donaldson
- Eva Osborn
- Jean Fick
- Shirley Chase

Taylor School District
Cross-District English Curriculum
- Gayle Coan
- Janet Coutts

Wayne-Westland Community Schools
Walker Elementary
- Marty LaPorte, Principal

Whitmore Lake Public Schools
Spencer Elementary
- William Schongalla, Principal
- Jan Pardy
- Nancy Raynes
- Sherry Geiringer
- Barb Huang
- Sue Baughn

Willow Run Community Schools
Willow Run High School
- Phyllis Brownlee, Principal
- Vicki Ely
- Marilyn Saari
- Lee Bierke
- Kay Wade

Ypsilanti Public Schools
Adams Elementary
- John Salcau, Principal

Ardis Elementary
- Ronald Yahr, Principal

Invited Guests (continued)

Eastern Michigan University Facilitators

Alethea Helbig

Gerald Jennings

Marylyn Lake

Ruby Meis

Beth Van Voorhees

John Waidley

Herb Wilson

NCTL Staff

Winifred I. Warnat
Director, NCTL

Larry J. Thomas
Coordinator, SDSI

II. Agenda

STAFF DEVELOPMENT FOR SCHOOL IMPROVEMENT

Year-End Meeting
June 15, 1982
Honeythunder Room
Marriott Inn, Ann Arbor

Agenda

Social Get-Together

Opening Remarks

School Presentations

.Bates Elementary, Dexter
.Farmington Elementary, Garden City
.Ford Elementary, Dearborn
.Jensen Elementary, Saline
.Lincoln Junior High, Lincoln Consolidated
.Spencer Elementary, Whitmore Lake
.Taylor District Wide, Taylor

Questions & Answers

Feedback Session

Where Do We Go From Here?

Closing Comments

III. Synopsis of Feedback Session

STAFF DEVELOPMENT FOR SCHOOL IMPROVEMENT

Year-End Meeting
June 15, 1982

Synopsis of Feedback Session

.It is important to start programs early in the school year.

.University facilitators were supportive and productive, therefore, hold more regular meetings with facilitators.

.Make available more support expertise from the university in areas of staff development for school improvement.

.Make available more information on human and material resources.

.Set up a procedure for sharing plans.

.Establish a workshop for writing teams to meet other participants, share ideas and help one another write their plans.

.Create a newsletter to highlight projects and to keep everyone informed of program news.

.The procedure of taping interviews with the facilitators to launch the evaluation component is excellent.

.Absolutely essential to all parts of the six-step model was the establishment of the program coordinator.

.Schools improve as a result of their projects, in addition, the creative process created spin-offs with schools and staffs that are most exciting.

.There needs to be further development in the evaluation process.

.The addition of the current evaluation process will facilitate succeeding proposals.

.The teacher owned model works well.

.The needs assessment process is very important; it should be emphasized.

.Parents involved as active participants were very successful.

.The success of the program needs to be publicized.

.Key to the model is maintaining total involvement of the staff.

.Project should continue 3-5 years to be sure expertise of school staff is established.

.Previous change-over in EMU personnel created some problems.

.Budget procedures need clarification.

.Participants would like to know sooner if there will or will not be money for next year.

.The university facilitator is important to the success of the program.

IV. Assignments of University Facilitators

Staff Development for School Improvement Program
NATIONAL CENTER ON TEACHING AND LEARNING
Eastern Michigan University

Facilitator Assignments for Participating Schools

University Facilitators	Districts	Schools
Alethea Helbig English College of Arts and Sciences	Whitmore Lake	Spencer Elementary
Gerald Jennings Industrial Education College of Technology	Garden City	Farmington Elementary
	Inkster	Frazier Elementary Fellrath Junior High
Marylyn Lake Special Education College of Education	Lincoln Consolidated	Lincoln Junior High
	Taylor	Cross-District English Curriculum
	Milan	High School English Department
Ruby Meis Home Economics College of Human Services	Saline	Jensen Elementary
	Dexter	Bates/Copeland Elementary Wylie Middle School
Beth VanVoorhees Special Education College of Education	Ann Arbor	Dicken Elementary
	Wayne-Westland	Walker Elementary
	Willow Run	Willow Run High
John Waidley Guidance and Counseling College of Education	Dearborn	William Ford Elementary
	Chelsea	North Elementary
Herb Wilson Industrial Education College of Technology	Monroe	Cross-District Librarians
	Ypsilanti	Adams Elementary Ardis Elementary

V. Summaries of School Projects

Ann Arbor Public Schools
Dicken Elementary School

"Creative Teaching"

GOAL: To expand creativity among teachers, with an emphasis on implementation within the classroom.

Dicken Elementary School has 260 students in 12 classrooms. In addition to these 12 classroom teachers there are art, music, and gym teachers as well as teacher consultant, learning center specialist (Title I) and resource teacher. The attrition rate in this building has been quite low. Seventeen out of nineteen total staff members participated in the staff development project.

The student body is composed of students from the surrounding area and from two low-income housing projects. The students from housing projects are bussed for safety reasons. Minority students compose roughly 30% of the total school population. Breakfast and hot lunch are served and eligible students receive subsidized lunches.

The principal, Dr. Barbara Inwood, has been very supportive and committed to the success of this project.

Individual teachers are pursuing the goal of expanded creativity in specific areas of interest by way of projects, visitations, conferences and purchase of materials for professional growth.

Due to the late start of the project, many teachers have been unable to pursue their areas of interest. Many visitations to special kinds of schools were cancelled for this reason but will hopefully be rescheduled for Fall, 1982. We also found that conferences and workshops were unavailable due to the time of year.

Activities of the staff were as follows:

A. Breaking Barriers and Expanding Creativity by Ruth Beatty. Mrs. Beatty presented techniques for accepting creativity. Staff was responsive to the suggestions she made and enjoyed the activity. This was the only activity in which the entire staff was involved at one time.

B. A total of 20 individual proposals were submitted and covered the following areas:

   1) Materials: (professional materials to enhance creativity in the classroom).

   2) Visitations: (alternative schools for creative and for gifted and talented students).

   3) Projects for developing enrichment activities: (in areas such as videotaping, computer literacy, strategies for team teaching, math games).

Chelsea School District
North Elementary School

"Communications"

GOAL: To facilitate communications within the building and between the staff and parents.

In proceeding toward this goal we have three (3) major objectives:

1. To improve teacher/parent communication.
2. To improve communication of planned events and procedures.
3. To improve effectiveness of teachers in speaking in public, in conferences, and in interviews.

Our goal and its major objective will be achieved primarily through a series of teacher visitations and workshops, some with the aid of appropriate consultants, as noted on the outlines that follow.

1-A. Develop an effective method of communicating pupil assignments
   1. Survey procedures in other schools.
   2. Identify and consult with experts in placement.
   3. Examine literature.

B. Develop a policy for parent/requests and observations in the classroom.

C. Explore and identify methods of communication. Teacher and parent responsibility in the educational process. To consider:
   - survey parents
   - increase number of parent/teacher conferences
   - panels, workshops
   - increase use of media
   - STAP/STET consultant
   - parenting newsletter

2-A. Calendar
   1. Establish a full calendar.
   2. Establish a large monthly calendar in office.
   3. Communicate with P.T.O. about calendar.

B. Identify procedures for sending students for health and discipline, etc.
   1. Identify and publish existing procedures including feedback. Recommend changes if needed.
   2. Publish agreed upon procedure with a newsletter or written statement.
   3. Examine and recommend an approach with playground aids.

C. Identify methods of sharing teacher/learning experiences.
   1. Committee will present 5 or more methods of sharing teacher/learning experience.
   2. Committee will prepare a report to establish teacher center.
   3. Committee will prepare a report on utilization of staff meetings for teacher sharing.

3-A. Two four-hour/or one eight-hour assertive training workshop.
   1. Teachers will communicate more freely on issues such as:
      a. Being able to make yourself understood.
      b. Not feeling bad if a group does not agree with your opinions.
      c. Not being intimidated in front of a group.

Dearborn Public Schools
William Ford Elementary School

"Media Center and Computer Utilization"

GOAL: To develop proper utilization of our new media center and computers.

Our three major objectives in proceeding toward this goal have been:

1. To establish a teacher inservice center.
2. To increase the computer and media technology skills.
3. To develop procedures for the use of the new media center.

The preceding goal and related objectives were established in direct response to the needs most strongly expressed in the staff needs assessment.

Progress toward the achievement of these objectives has been as follows:

1. A staff committee has set up the plans for the teacher center (purpose, materials, furniture, etc.). A room has been designated, materials are being collected, and appropriate furniture has been selected and allocated to us. The center will be ready for use in the fall.

2. Staff computer and technology skills have been improved by teacher participation in computer and graphics workshops (virtually 100% attendance). In addition, teachers and students in 11 of our 14 classrooms have had the use of the Apple II computer for two weeks or more this spring. Follow-up training was provided in both areas, and visitation experiences were also contributory. Also, we will have additional computers and other equipment including a laminator next year.

3. A staff committee has developed procedures for using the new media center which stress the mutual expectations of the media specialist and other staff members. These have been presented to the staff at a teacners' meeting and are to be implemented in the fall.

Observations and questionnaires are being used to confirm changes in staff and student teaching/learning activities. Also, we have financial and other commitments from central administration that will permit us to continue the objectives of the grant next year. We look forward to continuing improvement as a result of this grant activity.

Dexter Community Schools
Bates/Copeland Elementary Schools

"Reporting Student's Progress to Parents"

GOAL: Revise our current system of reporting student's progress to parents.

Bates and Copeland Elementary Schools of Dexter, Michigan, were involved with a staff development for school improvement project from March 15, 1982. After a total staff interactive needs assessment, 68 ideas were generated from staff development. The project idea that received a wide majority of the vote was: Creation of a new reporting system for Grades K through 4. This was to be a combined effort from parents, teachers and administration. The plan was to include more than just a revised report card. It was to also incorporate reports of testing, reading and math series, updates, periodic parent information sheets, etc. There was also a desire to achieve a greater level of consistency within grade levels for teaching and reporting.

1. Parent Involvement:

   a. Reactions to approximately 25 sample report cards from various school districts were received from parents, who spent 6-7 hours as a group reacting and evaluating.
   b. Parent Information Night - May 24, 1982. Report given by the Building Leadership Team (BLT) to interested parents of total reporting systems.
   c. Evaluating in Spring, 1983, to be obtained from parents.

2. Teacher Involvement:

   a. Teachers worked at grade levels reacting to sample report cards.
   b. The BLT met to organize working papers, coordinate grade level results and plan for review. A BLT member was present in each meeting with each grade level to coordinate ideas.
   c. The Elementary Principal attended most teacher sessions for various periods of time. The Reading Teacher met once with each grade level.
   d. Three and one-half days per grade level were needed to accomplish final product.
   e. Additional times for BLT amounted to 5 days.

3. Consultant Assistance:

   a. EMU Professor Dr. Ruby Meis, Larry Thomas, and Mrs. Judy Pendergrass assisted with interactive needs assessment.
   b. Dr. Meis met three times with team leader and Elementary Principal. She also periodically met with BLT and grade level meetings, as well as parent report night.
   c. Marge Mastie, WISD Testing Consultant, planned with BLT and then conducted a total staff meeting regarding testing and reporting of testing to parents.

4. Outcome of Project:

a. New Reporting system.
b. Greater consistency of teaching in all classes at each grade level.
c. Closer understanding of other teachers' ideas.
d. Better public relations with parents as more communication to and fro is generated.
e. Opportunity for closer relationship between school and home with benefit to student learning.
f. Development of 3rd and 4th grade report card tests to help standardize and be more consistent in checking report cards.
g. Grades 1 and 2 will become uniform in reporting of math and reading tests.
h. Art, Music and P.E. will be added to the report card on a semester basis.

5. Advantages of Project Process:

a. Developed a new reporting system in 3 months, which would not have happened without EMU Grant.
b. Parent input into creating the report cards was very useful.
c. Opportunity for teacher dialogue reaffirmed teachers conformity and agreement on areas of teaching.
d. We anticipate that movement of a teacher from one grade to another will be facilitated.
e. The six-step model provided for maximum staff input and efficiency.

Dexter Community Schools
Wylie Middle School

"Improving Communications"

GOAL: A multifaceted attempt to improve internal communications within Wylie Middle School.

Participation in the EMU grant program is focused on improving communications of the Wylie Middle School Staff. The program includes many different efforts to improve the communications and information available to new staff members a more complete orientation program will be held. The improvement will include a new handbook for new teachers, orientation meetings and a social gathering. The building organization of this school will also be improved. An activities calendar will help this as well as a monthly planner, which would be provided for each faculty member. There would be planning to provide opportunities for different groups of the school to vent their concerns. Proposals will be studied and made concerning groups which would promote both vertical and horizontal communications. These groups will be designed, revised, approved and implemented during the 1982-83 school year. An inservice program will be held to improve the individual staff communications skills. In addition the communication opportunities will be enhanced by providing more ways in which to have exchanges. This effort will include an electives file, an idea exchange and a new professional work area for staff.

The strategies for the efforts are under the direction of the Building Leadership Team and are to be completed by individual goal committees. The objective of having wide participation by staff will be achieved. Further information having to do with the specific strategies and evaluation techniques will be available when the full plan is filed with Eastern Michigan University.

Garden City Public Schools
Farmington Elementary School

"Communication"

GOAL: Improving communication among regular classroom teachers, support personnel, administration and the community.

Between November and December, the Farmington Staff was surveyed. The Staff by over 75% majority chose to accept the project. A Steering Committee was formed and the initial meeting for developing the Project goal was held. The Steering Committee met, wrote the goals and objectives, and planned the strategy meetings. In January, the strategy meetings were held, after which the Steering Committee wrote the strategies and prepared them for distribution to the Staff. The Staff met and accepted the strategies.

The proposal was then presented to the Staff/Curriculum Development Council and the Parent Curriculum Advisory Committee. After a question and answer session with each council, an endorsement from each was forthcoming. A presentation was made to the Garden City Board of Education for informational purposes and the proposal was heartily endorsed at that time.

The Steering Committee then met to provide the avenues for accomplishing the project goals. A calendar was set, the conference forms were studied and prepared, and the method of accounting was established. The Steering Committee met each Monday to monitor the program. By June the Steering Committee expected to have completed the project and to have set procedures to be carried over into the next school year.

Specific in-school accomplishments included:

I. Improved communication within grade levels and cross grade levels.
   A. Teachers discussing curriculum
   B. Teachers sharing instructional materials
   C. Improvement of skill sequence between grade levels

II. Improved communication between support personnel and regular classroom teachers.

III. Improved communications of curriculum and in-service.
   A. Development of better S.C.D.C. reporting to faculty
   B. Development of curriculum materials file

IV. Improved staff communication.
   A. Development of a perpetual calendar
   B. Development of better P.A. usage

C. Evaluation and improvement of Principal's Advisory Council
D. Development of a professional library

V. Improved communication system between staff and all phases of administration.
A. Development of perpetual calendar
B. Improved committee interest
C. Development of agendas for meetings

VI. Improved communication system between the community and Farmington School.
A. Development of an Appreciation Tea
B. Consolidation of newsletters, etc.
C. Instituting a phone booth
D. Sharing a management system for informing parents of child's progress.

VII. Improved discipline program.
A. Re-evaluation of Student Handbook
B. Development of room placement
C. Review of building rules through Principal's Advisory Council

Inkster Public Schools
Fellrath Junior High School

"Resource Room"

GOAL: A teacher's resource center will be established at Fellrath by the Language Arts and Social Studies department for use by each member.

The Language Arts/Social Studies department met and agreed to participate in the program. The greatest concern was the housing and organization of available teaching resources for the department. It was felt that the teachers would be more effective if they had an accessible teacher resource room in the building. Members decided to work on proposal development as a total group. Dates of meetings were established on a regular basis. The final proposal was completed by a writing committee of three which included the district facilitator. It was approved by the total group. The final proposal has seven objectives.

The Staff Development for School Improvement Program has given us the opportunity to accomplish our goals in a practical way. For many years we have placed aims and objectives on paper but if our project reaches completion, we will be pleased with the results of the hours we have used and happily assess the merit of our efforts. The Language Arts and Social Studies Teachers will have another instrument, organized by teachers who are already in service, to facilitate improved learning and performance as the availability of resources will be enhanced.

The growth of individual teachers and the development of improved cooperation between members of the department have been important outgrowths of

the professional development project at Fellrath Junior High School. Teachers found themselves exchanging ideas and materials. Excitement is beginning to grow about the possibility of developing new materials and teaching strategies for students with special needs. The department members are looking forward to Fall, 1982.

Inkster Public Schools
Frazier Elementary School

"Improving Student Behavior"

GOAL: Before the end of the 1981-82 school year, the principal, faculty, and staff will identify specific student behavior problems and implement procedures to solve the problems.

An awareness session was held with the staff in February. Staff commitment was almost one hundred percent with only one member voting no. The staff decided to work as a group in developing the proposal on Improving Student Behavior. A writing committee was formed.

The building was well into planning when the school district decided to close Frazier Elementary School as part of a money saving move. The staff learned that the building, which opened in 1967, would be closed in June and teachers would be reassigned to the remaining elementary buildings, and, the principal also decided to retire.

It is commendable that the staff decided to continue with the project and worked together cooperatively for the good of the students. The final proposal reflects a change in plans and an attempt to reach closure on the project. It was decided that the positive behavior learned by the students at Frazier school would be carried with them to their new schools.

Frazier School worked on all four of the project's objectives and completed all of the strategies under the objectives except one. They simply ran out of time. They planned and implemented the project along with closing down the school, packing classroom and personal items, considering a new placement in the fall, or facing unemployment.

The good from the project, beyond increased student learning was the fact that the teachers drew on inner strength to work together to solve a common problem.

Lincoln Consolidated Schools
Lincoln Junior High School

"Validity and Reliability of Evaluation Procedures"

GOAL: The Lincoln Junior High staff decided to focus on the evaluation of some of the ways we inform students and their parents, of what is expected of Lincoln students. We also worked on the processes and forms by which we provide feedback to students and their parents.

Weekly Report Cards

One group worked on weekly report cards. Previously students whose behavior and achievements needed weekly monitoring brought one card to all their teachers. Teachers only had a few minutes to fill in their section. The committee surveyed the staff and incorporated their suggestions into a new form. Now teachers get their own sheet for each student. They have time to fill them out in greater detail, so parents and students get more feedback. This involves parents in a dialog with the school, that we did not have before.

Progress Reports

Progress reports are sent to parents in the middle of each marking period to inform them of their childrens' status. These forms were revamped to incorporate many suggestions teachers had about the kinds of information they wanted to tell parents.

Report Cards

This group is using a staff survey to rewrite our present cards. They got cards from other districts, and met with the WISD staff to find out what kind of materials the computer could handle. They are planning on a card that will be more informative than the old one.

Discipline Code

The discipline code that we have is being re-examined and those areas where it is not clear, or helpful to students and staff are being revised.

Parent-School Relations

One committee worked on this perennial area of concern. They organized several projects and got 100% staff involvement on them. One was a newsletter that was sent to all parents. Each teacher or department wrote an article briefly describing the program and future plans. A Spring Orientation for incoming 6th graders and their parents was combined with an Open House for our 7th graders and their families. This was a spectacular success as about 350 people came.

Steering Committee

Four staff members and the principal make up this group, which was formed in response to a staff need to have more input into the administrative processes at school, and to have greater feedback on issues of concern to the staff.

Conference Attendance

Funds were set aside to help defray expenses of staff members who wanted to attend meetings organized by professional groups. Members who attend must bring back materials and/or ideas to share with others.

This was our second year of funding. There is a strong consensus that the staff has internalized the EMU model and has developed skills so that it will continue to assess needs and plan our inservice projects to meet them.

Milan Area Schools
Milan High School English Department

"English Curriculum"

GOAL: 1. To revise the Milan High School English Curriculum.
2. To develop and maintain staff cohesiveness.
3. To develop improved communications between community and the high school English Department.

The Milan High School English Department has designed a plan to be implemented as a project for the 1982-83 school year. The primary thrust of the plan is the first goal. Subordinate to, but related to this are the second and third goals. The three goals are directly related to each other and should not appear isolated.

The end result of this project is a cooperative, cohesive staff working with an improved curriculum that meets the needs of our students as realized by staff, students and interested community.

Monroe Public Schools
Monroe Librarians: A Cross-District Program

"Library Evaluation"

GOAL: The elementary library aides and volunteers of the Monroe Public Schools will continue to work on the improvement of the basic library collections and services provided to the students, staff and school community.

The school library and media center should be the hub of the instructional program in elementary schools. An up-to-date collection of materials that supports the curriculum and is of high interest to students is basic to this objective. This program is designed to help in the process of evaluating our present collections so that adequate collections may be developed.

Since there are several categories to a library collection we will be evaluating each section. Included will be: Print--reference, professional, periodicals, non-fiction by subject area, fiction, maps, poster, vertical file and paperbacks. Non-print--recordings, audio cassettes, transparencies, slides, filmstrips, kits, study prints/picture file, film loops, computer software, realia and teaching kits. Audio visual hardware will also be evaluated.

At this time the committee has met a total of 9 times to complete the proposal and evaluation document to be used. All have visited a quality elementary library in Plymouth and have had inservice on elementary collections, and selection procedures. We have used the services of the elementary library supervisor of Grosse Pointe, Mrs. Jane Colsher, as a resource person. We will also be visiting her library in the future. At this time we are in the process of polishing the evaluation procedure to be followed in the expectation of implementing in the early Fall.

Saline Area Schools
Jensen Elementary School

"Relationships between Parent and Child"

GOAL: To enhance the relationships between parent and child and to build the student's awareness of their values and need for educational growth.

Objective #1: ... the staff of Jensen Elementary School will offer to the parents of the Jensen students, human and material resources currently available for increasing the positive parent-child relationship.

Objective #2: ... the staff of Jensen Elementary School will explore and develop multiple strategies to maximize the student's awareness of their values and need for educational growth.

One main strategy used to accomplish objective #1 and thus a portion of our goal, was the development and implementation of an evening parent workshop patterned after our teacher inservices. It was entitled, "Adventurous Paths to Parenting" (A.P. to P.). Four resource persons were secured by our Building Leadership Team (B.L.T.). Each resource person conducted two one-hour sessions. Parents could elect to attend two sessions. The parent workshop was evaluated by both parents and staff as having been worthwhile and that it did address their needs in the field of parenting. The Jensen P.T.O. plans to continue this activity and has already secured one of the resource persons for a return engagement.

Two main strategies used to accomplish objective #2, the first being student discussions as to their values and needs for educational growth which were conducted and the results recorded by the classroom teachers. Second was the establishing of a Student Leadership Team (S.L.T.) which consisted of one student elected from each third and fourth grade classroom under the careful guidance of the classroom teacher. The S.L.T. also served as greeters and guides at the Adventurous Paths to Parenting workshop. Staff evaluation of the objective concluded that an excellent beginning had been made and a new and positive avenue for student involvement on the continuation and expansion of this idea.

Evaluation Summary

Project was successful.
Staff ownership and parent involvement were important keys to success.
The parent-teacher-child relationship realized positive growth.
Pre-planning in detail made the implementation proceed smoothly and effectively.
30+% of parents attending the workshop have volunteered to work on implementing another workshop next year.

Comment

The Staff Development for School Improvement concept as developed and facilitated by Eastern Michigan University has proven itself as a most valuable tool in fulfilling the needs for problem solving and educational growth in the various participating school districts in the area. It is a project which is workable and reaches many in a most effective way!

Taylor School District
Secondary English: A Cross-District Project

"District Wide Secondary English Curriculum"

GOAL: To develop a system-wide English curriculum for both the high school and junior high school English program within the Taylor School District. Elected representatives from each building's English Department serve on the committee along with two administrators, two counselors and two parents.

The EMU Project in Taylor involves the entire Secondary English Department. At present there are 79 teachers within the department who are teaching English to 7,407 students. Many of our building level activities in the past have been with English Departments, and each time they chose to work on their curriculum. As we looked at ways to expand our own SD/SI activities, it became apparent that we might be more effective if we looked at the entire Secondary English spectrum. We applied the six-step process to the secondary English spectrum and found that it can work on a cross-district basis.

Committee members have attended five Language Arts briefings at WCISD in order to determine the current "state of the art." They are also looking at skills presently being taught in each course offered. The curriculum guide being developed will be skill based and will encompass the 7-12 curriculum.

This is a two year project with potential spin-offs in the areas of improved instructional skills, accountability and increased student achievement.

Wayne-Westland Community Schools
Walker Elementary School

"Volunteer Program"

GOAL: To develop a parent volunteer program.

Objective #1: The school staff will develop a parent volunteer recruitment plan.

Objective #2: The school staff will develop job descriptions for the activities in which parent volunteers could be involved.

Objective #3: The school staff will train the volunteers to participate successfully in the activities.

Objective #4: To initiate as many of the enrichment activities as feasible by the end of the school year, 1981-82.

The staff was introduced to the Staff Development for School Improvement program at which time more than 75% of the staff voted to participate. Shortly thereafter, we met for three hours to do a needs assessment at

which time the members generated a list of activities which they felt would enrich the educational experiences for Walker students. For example, development of a volunteer program, motivation for the average student, pooling of resources and materials, development of high interest low vocabulary materials, a school store, were some ideas generated. Through discussion, it was discovered that we could implement many if not all of the suggested programs through the creative use of volunteers. A building committee was formed to draft a plan. The committee consisted of five teachers and the principal.

Armed with a logo and the project title, "Hands on Kids," the staff held a student assembly. There the students discovered the meaning of the mysterious logo buttons worn by teachers for a week before the assembly was held. Enthusiasm was built by a student change and descriptions of the activities which would most directly affect them. Each student received his/her own button and information to share with their parents including an invitation to attend a parent open house.

What happened to Walker School as a result of the staff development project? Staff and volunteers experienced a sense of satisfaction over what was accomplished in implementing activities. Enthusiasm and a sense of professionalism were enhanced by involvement in a common project.

From the teachers' perspectives the students have been affected in many ways. Children have been motivated to improve. They feel good about having their parents come to school. There is more and improved school spirit, especially with students whose parents are volunteers. They are showing progress as a result of the extra help.

The Walker staff, students, and volunteers worked together to create an atmosphere of cooperation and communication. What resulted was a Walker community.

Whitmore Lake Public Schools
Spencer Elementary School

"Staff Morale and Community-School Relations"

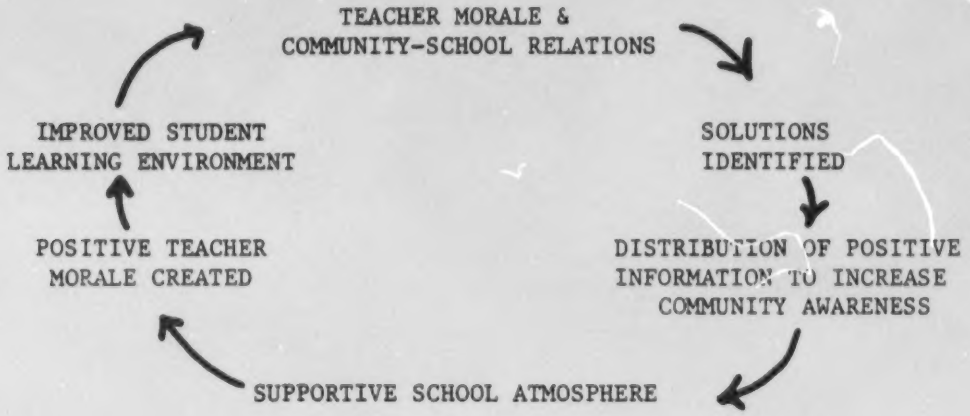
GOAL: The Whitmore Lake Elementary staff will engage in activities designed to improve staff morale and enhance our school image, as perceived by the community, by developing a positive, on-going school/community relationship.

In February 1982, our elementary staff determined Staff Morale and Community-School Relations to be an area of concern. A seven member writing team developed a proposal to address the above issues. We limited the number of objectives and strategies to accommodate our time limitations. As facilitators, we feel that the goals we identified were successfully reached within this short time period.

Our elementary staff members have acquired a greater knowledge of themselves, their co-workers and the community through the development of this proposal.

We were able to involve over 90% of our elementary staff, the local P.T.O., school board members, school administrators, media representatives and most importantly, the Whitmore Lake Community.

We found that this proposal created a cyclical effect:



This proposal has allowed the Whitmore Lake Community and teaching staff to overcome a most pressing problem. Continued efforts in these areas have also been initiated!

Willow Run Community Schools
Willow Run High School

"Curriculum"

GOAL: To improve teacher morale.

This year our staff decided to use the Staff Development for School Improvement grant to review, improve, and standardize our curriculum. We worked departmentally as well as with the total staff, to work on our goals and objectives. We have inservice time available contractually and this time was used for this proposal.

A. Objectives: To increase communication and problem solving among all staff.

Activities:
- Survey teacher's interest for workshops.
- Discipline referral workshop; purpose: using the discipline forms, alternative discipline strategies to the referrals.
- Orient and help substitutes and new teachers feel welcome.
- Improve teacher/clerical staff communications.

B. Objectives: Customizing curriculum.

1. All departments reviewed their course offerings and subjects taught within their department. It will be completed by June 18th. During the summer compile information and design a curriculum guide.
2. In the fall, time will be spent working on developing instruction materials and a department resource area.

C. Objectives: Closer examination of curriculum to meet the students/staff needs and enhance effectiveness.

1. Counselors met with each department to discuss course offerings, prerequisites and four (4) year plan for students.
2. Administration and staff met to discuss problem areas.
3. A committee was formed to study retention policy and make recommendations.
4. Math department shared information and techniques in formulating 9th grade placement test.
5. Visitation on the part of teachers within our school district and other school districts.
   a. Beverly Dundom, math teacher, was a guest lecturer in Chester Carter's Algebra II class.
   b. Marylyn Saari and Mary Jones visited Ann Arbor Tappan Junior High School to observe Instrumental Enrichment in the Reading Program.
6. Encouraged teachers to participate in conferences and workshops within subject area. Many have applied for fall conferences.
7. We decided to have an official recorder to keep notes of the committee meetings.

Ypsilanti Public Schools
Adams Elementary School

"Utilization of Microcomputers in the Classroom"

GOAL: To learn (1) about instructional uses of microcomputers, (2) about the basic components of a microcomputer, (3) how to operate the PET microcomputer and run commercially prepared programs, and (4) how to locate, evaluate and use educational software.

Objective #1: Adams School teachers will receive basic instruction in the use of the Commodore PET computer.

The entire staff will attend inservice meetings to (a) learn basic terminology, (b) learn to use the computer, (c) evaluate software, (d) learn the system of BASIC, and (e) learn to use the computer in an instructional setting.

Objective #2: Adams School teachers will develop advanced programming skills in BASIC.

Select teachers will attain inservice sessions to develop advanced programming skills in BASIC, (a) an introduction to PET graphics, (b) writing drill and practice exercises, and (c) introduction to animated graphics.

Objective #3: Adams School teachers will develop a library of taped programs for Adams Elementary School.

1. Select teachers will copy and purchase programs to be evaluated by staff.
2. Teachers will evaluate catalogue programs for staff use.
3. Staff members will attend computer conferences to review and collect computer programs.
4. Staff members will visit other school districts to gather information on available programs.

Ypsilanti Public Schools
Ardis Elementary School

"Utilization of Microcomputers"

GOAL: To learn (1) about instructional uses of microcomputers, (2) about the basic components of a microcomputer, (3) how to operate the PET microcomputer and run commercially prepared programs, and (4) how to locate, evaluate and use educational software.

Eighteen members of the Ardis staff will be participating in the staff development session beginning June 22, 1982. Six half-day sessions are planned from 9:00 a.m. to 12:00 p.m. each day ending July 1, 1982.

Mr. Edward Saunders, from the U of M School of Education, has been contracted as the consultant who will present the workshop instruction. He has met on several occassions, with the staff and principal assessing and planning instruction. He, as a consultant, has also played an important role in helping us decide the direction in which to proceed in purchasing hardware and software that can be used in developing a microcomputer center at Ardis School.

The staff during the six days will be exposed to learning the basic components of the TRS-80 microcomputer, how to operate the TRS-80 and establish an understanding of computer literacy, simple programming and review available softwares. In addition, those staff who have advanced skills will work on developing program and setting up a microcomputer lab at Ardis School.

Staff will review and choose software, select periodicals for professional information and visit the Wayne ISD gathering software materials.

When the workshop concludes on July 1, 1982, Ardis staff will have received basic instruction in the use of the TRS-80 microcomputer, they will have varied skills ranging from beginning to advanced programming abilities. Teachers will have developed a model for a microcomputer lab to be used in the Ardis School Instructional program.

We appreciate the support provided Ardis Elementary School through Eastern Michigan's Staff Development for School Improvement Program allowing us to professionally grow by planning for and meeting our goals.

The funds provided by Staff Development for School Improvement have allowed us to assess our needs and plan a course of action that we think will provide us the highest quality of professional growth.

VI. Newspaper Releases

350 parents, students attend LJHS orientation

By VICKEY ALLEN
Lincoln Junior High

Lincoln Junior High had its Spring Orientation for parents of sixth- and seventh-graders. More than 350 parents and students attended. The Open House gave them a chance to meet and talk to teachers.

Robin Blumhardt vice-president of Student Council introduced the principal, Michael Bewley. He spoke about the importance of having a good self esteem.

The next speaker was the counselor, Robert Warren. He told the audience that he is available to help students during the school year. He said that students will get their schedules on the first day of school. He assured parents of sixth graders that the entire junior high staff will help students make the transition to junior high. For example, teachers will be in the halls the first week to assist students with their lockers and locating their classrooms. If parents or students have questions about the schedules, they should contact the counseling office.

Youth alive!

Bewley welcomes parents and students to open house

Refreshments were served at the spring orientation

Teachers were in their rooms from 7:30 to 8:15 p.m., talking to and meeting parents and future students. From 8:15 to 9 there were refreshments in the cafeteria.

Carol Wahla, Jinese Dabney, Ricky Ross and Kitten Florian are on the School-Community Committee. They planned the Open House. The committee, sponsored by a staff development grant from EMU, is working to make the community more aware of, and involved in school activities. Wahla pointed out that this was the first time for a spring orientation for parents of incoming students. "It proved a worthwhile adventure and should be considered in the future," she said.

"I thought the program was excellent," said Bewley. It brought school staff and community together. The faculty committee did an outstanding job of organizing this event. It was good to see so many parents of future students.

The staff was pleased with the program. "I thought it was a fantastic evening," said Ross. "I think there should be more events like last night," stated Barbara Colvard. Larry Tonda agreed, explaining, "In the 10 years I've been here it was one of the best orientations."

"It should help the sixth graders feel more at east when they make the big move to seventh grade," said Barbara Hooker.

New logo for the Whitmore Lake image campaign

Teachers mount campaign to counter school image problem

By MARTHA SULLIVAN
NEWS STAFF REPORTER

WHITMORE LAKE – Teachers in the Whitmore Lake school district think they have an image problem.

Much of the communication between the schools and the community in the last few years have been requests for money or announcements of teacher lay-offs.

One group of elementary school teachers have decided to see what they can do to create a more positive image.

In March, the elementary school received a grant of $4,000 from Eastern Michigan University for use on professional development. The staff decided that staff morale and the school's image in the community were the areas that needed the most attention.

"People are out of work, teachers are being laid off; negative things are happening. We just wanted to promote some good feelings," said Melissa Johnson, program coordinator.

AS PART of the program, the teacher's came up with a slogan and a logo they hope will become readily recognizable in the community. The slogan – REACH (Rational Education Appreciates Community Help) for the Future – adorns a series of buttons, bumper stickers and posters along with a logo designed by two elementary school students.

Students in the school are wearing one of the new buttons and Johnson said the program hopes to get one of the bumper stickers to each family in the community.

The teachers have also put together a newsletter and sent the first issue out to the community a few weeks ago. These newsletters will also be available in local stores so that any family that might miss the mailing can pick one up. The graphic arts department at the high school made the posters for the campaign and Johnson said that they hope to have a permanent sign for the front of the school ready by the time summer vacation starts.

The "staff morale" portion of the campaign has provided $50 for each teacher in the elementary school to use for professional development. Teachers have been using the money to attend conferences, subscribe to educational journals and purchase classroom materials.

THE GRANT has also provided funds for teacher in-service programs. The first in-service was on classroom organization and teaching techniques and the second one, held Wednesday was on teacher stress and burnout.

Johnson said the program hopes to get the school board involved in the campaign in the future, perhaps by including board items in further editions of the newsletter.

Response from the community has been favorable so far. Johnson said the program's next goal is to identify people in the community who might be able to help the campaign financially next year when the grant from EMU runs out.

The image-boosting campaign may also help the school district win over voters in a June 14 millage election. The district is asking voters for a 1.8 mill increase in the operational millage. A portion of the increase (0.8 of a mill) is earmarked for the athletic program which was supported by private contributions this year. If passed, the increase will bring the total operational millage up to 33.12 mills.

APPENDIX 5

Basic Assumptions

The Eastern Michigan University and Wayne State University

Staff Development for School Improvement Programs

Basic Assumptions of
The Eastern Michigan University and Wayne State University
Staff Development for School Improvement Programs

1. This is a pilot program. Success is important.

2. The basic rationale and process of the Taylor Model is our fram of reference.

3. School Improvement is the focus - Staff development is the process.

4. Collaboration and cooperation between programs is essential. The programs are not competitive. Collaboration and cooperation should be defined. It does not need to include every facet of each program.

5. Documentation and evaluation are essential for local purposes of recognizing the degree of success or failure - but also for wide distribution to state officials and legislators.

6. Materials for each program will be designed to fit the situations and needs of each program and its constituents. For example, EMU is developing a handbook which may be unique to the Ypsi program.

7. Where possible we should share activities such as workshops, materials, and other resources.

APPENDIX 6

Final Version of Basic Assumptions

Staff Development for School Improvement Program

FINAL VERSION OF BASIC ASSUMPTIONS

.School improvement is the focus; staff development is the process.

.This is a building-level model; all project activities are developed and implemented within that framework.

.Each school participating in the Staff Development for School Improvement Program follows the six-step process.

.Endorsement of the program by both administrators and teachers is required.

.Collaboration between a participating school and the university is an essential factor.

.Seventy-five percent of a school's teaching staff must agree to participate.

.The university facilitator visits the school regularly, and is involved in all six steps of the staff development project.

.A school project (steps one through six) is typically one academic year in length and runs for the full school year.

.Semester and end-of-year reports are required.

.The amount of allocation for implementation of the school's staff development project is based on the program strategies and activities described in the project plan.

.Disbursement procedures follwed by the university grantor entail:

-25% of allocation upon receipt of staff agreement forms confirming that 75% of the teaching staff have agreed to participate

-50% upon acceptance of the staff development project plan, which includes a detailed budget

-25% upon receipt of final report which includes a narrative on the program and outcomes, and an itemized breakdown of expenditures.

APPENDIX 7

Requirements for University Facilitators

A UNIVERSITY FACILITATOR:

.Is a process consultant

.Is an ambassador for the university

.Is willing to make a one year commitment (September 1 through June 30); (University - Fall, Winter, Spring semesters)

.Establishes rapport with the principal and teachers of project schools

.Is involved (with assigned schools) in all six steps, and assists in each step

.Is in a building an average of once a week

.Submits reports on project schools monthly

.Attends bi-weekly meetings of university facilitators

.Attends other professional meetings and conferences in connection with the program

.Describes the program at state and national meetings

.Seeks out the resources of the university and other agencies for use in the public schools

.Stays current on developments in staff development and school improvement

.Writes a final evaluation report on each assigned school

APPENDIX 8

Report of Principals' Meeting

April 21, 1982

National Center on Teaching and Learning
Staff Development for School Improvement

Summary Report on the
Principals' Meeting

April 21, 1982
8:30 a.m. - 2:00 p.m.
Eastern Michigan University

I. Opening Session

Winifred Warnat greeted participants, went over the agenda, and emphasized that the program hasn't given enough emphasis on the principal. She indicated that one of the outcomes of the meeting was that principals help the Staff Development for School Improvement staff discover how and what kind of involvement/interaction Eastern Michigan University should establish to strengthen the program and EMU's relationship with the principals involved.

Five goals for the meeting were given:

1. clarify program
2. produce information
3. share concerns
4. develop resources
5. build support system

The staff development program this year has 20 schools and 18 districts. The figures change from week to week as more schools join the program. The districts are spread across four counties and include elementary, middle, junior high and high schools.

The morning discussion began as a get-acquainted session. After discussion, individuals in the group spent 15 minutes introducing each other.

II. The Nature of Our Staff Development for School Improvement Program

Highlights of the SDSI program were explained by Beth VanVoorhees:

.A building level model
.A six step process
.Informs all who are involved
.University involvement is a key
.Collaboration is the mode
.It is a pilot program
.University facilitators serve as "brokers"
.Preliminary steps include:
In selecting a school for participation, our staff goes first to administrators, principals, and local policy boards and ask "who might be likely to get involved and run with the project?" If the building principal is enthusiastic, the project usually flies. Schools are not selected because they need improving.
.Principal must approve the SDSI idea before the program is explored by teachers
.Six-steps to the process of SDSI; school improvement is the focus and staff development is the process

III. School Improvement Through Staff Development

Two questions were asked of the groups:

1. How is what's going on in my building staff development?
2. What are my teachers doing for staff development?

The group shared concerns related to these questions. Discussion included anything that principals identified as staff development in their school whether connected with EMU's program or not.

Principals identified the following activities as staff development in their schools:

-contractual staff development on teacher time
-district staff development day
  .curriculum planning
  .staff meetings
-curriculum boards
-improving staff morale
-improving school-home communications
-evaluation
  .students
  .teachers
  .administration
-teachers and administrators re-evaluate goals, values, and processes
-large and small groups and individual development through
  .presentation
  .research
  .conferences
  .workshop attendence
-writing curriculum, designing courses
-developing a professional self-concept
-teacher communication
-sex equity project to eliminate sterotypes
  .building inservice
  .review literature
  .purchase materials
  .communication with parents
-rewrite attendence and discipline policy
  .input from students, parents, and staff
  .six member staff development committee
-inservice program in mircocomputers
  .purchased 18 computers
  .teach teachers and then students
  .staff will write programs
  .EMU consultant from math department
  .involved 90% staff
-history project
  .community, family and school history
  .increased school involvement
-increased use of human resources
  .develop school volunteer program involves 24 parents in 7 programs
  .85% staff directly agreed and involved

-change library into a media center to include graphic arts
  .staff inservice
  .staff involvement
-guidelines for mainstreaming
  .policies
  .access to materials
  .roles
-evaluation of what teachers are doing by
  .increased communication by committees
-involving senior citizens
  .seniors didn't want to get involved
-communication to improve staff morale
  .committees
  .workshops
  .teachers working with teachers
-standardize curriculum
  .prerequisites
  .mastery
  .content
-improve discipline
  .input from student forum
-creativity in teachers to meet all needs of students

The previous exercise brought out the point that there are different kinds and levels of staff development:

.Those geared toward teachers (personal and professional development
.Those geared toward entire school
.Those geared toward students

Groups discussed:

1. How are your staff development activities related to school improvement?
2. How do you know your school is improving?

Responses to the questions were:

-no realization of concept of "school improvement;" focus on "staff development"
-improvement often defined as perceived improvement by the community rather than defined in terms of observable behavior and results
-improvements often defined by test scores
-discrepency between teachers perception of improvement and public perception
-union versus professionalism
  .staff development helps in developing cohesiveness between groups
-improvement of teacher skills (communication) improves learning environment
-increase interest in use of computers
-improvement in morale
-observations

-student attendance
-teacher questionaire
-pre and post information
-"gut" feelings
-number of discipline problems
-teacher attendance
-number of grievances
-phone calls/letters from parents (both positive and negative)
-improved communication
-awareness of individual differences, problems of students
-whole school functions more efficiently, smoothly by streamlining and evaluating what is currently being done
-increased participation in schools by senior citizens
-development of curriculum relevant to job market--making training of students match job skills needed
-creativity, meeting individual needs
-staff accepting mainstreaming (new ideas) that they really opposed
-improved student awareness of need for discipline policies because they're involved in developing rules
-cut down on turnaround time for report cards decreased
-kids that graduate get jobs
-equalize career courses (offerings) with college prep (basic study)
-improvement in academic and social skills
-improvement in attitudes and interests (positive and negative)
-involvement of students and staff
-improved school climate
-parent support (positive)
-millages passed

Ron noted a few points on effective school improvement:

1. Focuses on individual teachers and school as a unit: their needs and goals, socially and functionally.
2. Role of principal is twofold: administrative duties and instructional leader
3. All broad school improvement programs seem to have some things in common:
   -they stress collaboration with all those involved
   -they share decision making between administration and teachers
   -the role of principal is as instructional leader
   -teachers and principals have ownership in the program and ownership comes through shared decision making
   -the school is the focal point of change

Ron noted that issues of power and control from the administrators standpoint are still key issues. How does the staff deal with power and control? If the staff does expect the principal to be the leader, that can help them move to the broader conception of school improvement.

IV. School Improvement and the Principal

During the remainder of the session, the participants interacted with each other as a group and expressed some concerns. Dixie Hibner, Principal of Jensen Elementary in Saline, talked about how she saw the role of the principal within the context of her EMU project. She noted that:

1. She has moved from a director position into a facilitator position. The staff no longer sees her as a person responsible for everything.
2. There are a lot fewer discipline problems and staff complaints as a result of the program.
3. The staff is more involved and are willing to commit time and volunteer ideas.
4. Staff meetings have increased in number and are enjoyed by the staff.
5. Her role has changed due to the objective third party role of EMU.
6. Goals have been met and improvement demonstrated because of increased communication. There is a cooperative atmosphere now instead of an individual one.

Questions and concerns were raised by the principals. Their comments included:

1. How were initial negative attitudes by staffs overcome, and a 75% vote of acceptance committed?
   - -as understanding grew, so did support
   - -the stipend had a lot to do with support because it provided teachers the opportunity to really do what they wanted to do
   - -trust and ownership of project grew, so did support
   - -initial selling of SDSI program and getting aquainted with it prompted support
   - -the staff became convinced that it was really their program--believability
   - -exposure to successful programs
2. If more than one school in a district votes acceptance and only one can be chosen, what does the other school do? How do you combat negative feelings of disappointment?
   - -involve school in a project the following year
   - -temporary delay, could plan project in advance
   - -split the stipend between the schools in district
3. If the school really wants the project, but can't get 75% commitment, how do you deal with disappointment?
   - -temporary delay until next year when vote can be taken again
   - -scoping meetings between the staff to negotiate conflicts with project or program
   - -suggestion of alternative project that may be more favorable
4. What can principals do to guide the staff?
   - -don't police staff with surveys to gauge their interests
   - -establish a personal recognition program

-provide extra time for teachers to be involved in project
-presence of an objective third party such as EMU helps support principal
-convince teachers they have ownership
-additional meetings after initial presentation of SDSI program to staff to assure and clear up any questions
-schedule the initial presentation at a point during the school year when teachers feel they have the time, energy, and interest to commit
-don't schedule the initial presentation too early or the staff might look at it as a long term commitment

5. Who chose the school to be involved?
-EMU does not choose the school. EMU presents the idea to the administration, the potential schools are recommended by the policy board, school principals are consulted, all staffs are presented the program, and teachers vote on whether to participate.
-if there are two schools in a district with interest and commitment, the administration would make the decision as to which school gets the program

6. What if the school can't meet their projected goal and requirements by June?
-some schools look at the project as "seed" money to get a project started
-they can carry the project over on their own as a regular part of their job, without additional funds
-they can carry the project over to the following school year, with initial funds
-attitudes of teachers and their commitment to the project has a lot to do with its continuation past the school year presently funded

7. Is there proof that the program is improving the schools?
-increase in test scores measured before and after
-enthusiasm of teachers and carry over of programs without funds

Ron emphasized that the presence of an outside third party has a lot to do with the acceptance of the program and commitment to a project. This was brought up repeatedly by the principals. Ron wrapped up the meeting by emphasizing and stressing the need that the principal's role be highlighted and developed as central. Of particular concern to the people involved in the project are the principals. Those involved wonder whether what's coming out of the project has any on-going, meaningful professional development for the principal. There is also concern for a support system and other resources that the principal might serve as a central focus for.

Larry emphasized that the SDSI is very interested in the principals' concerns about the program. The program welcomes any comments, input, questions at any time before, during and after involvement in the program.

V. Block Grants

A paper on block grants was distributed. The paper and highlighted areas for principals were underscored.

Points highlighted were:

The Block Grant program has three basic thrusts:
- .Basic Skills
- .Educational Improvement
- .Special Projects

A district may spend their money on all three of these. The schools aren't competing with the three basic thrusts, almost all efforts will require staff development.

VI. Wrap Up

Roy summarized the principals discussion on evaluation related to the questions: how is what's going on in my building staff development, and what are my teachers doing for staff development. Roy concluded that few of the comments were direct approaches to staff development. Most are activities to improve school programs.

Winifred Warnat closed the meeting by reminding the participants of the six goals for the day's meeting. She asked the principals to think about whether these were met.

Winifred asked the principals what they thought should happen next and asked for any thoughts they'd like to share concerning another meeting. Many principals indicated they enjoyed the meeting and got a lot out of it, and would be interested in attending another.

There was an announcement made that a year-end celebration for all the schools was being planned. Winifred asked for principals to volunteer to help organize it.

VII. Outcomes Reported of Meeting and Program

Outcomes reported by the principals' regarding the meeting and program included:

- .we're learning something about staff development
- .time is being assigned to staff development
- .money is being allocated to staff development
- .collaboration is developing staff development
- .simple answers to staff development are being rejected
- .rewards and incentives are important in staff development
- .learned about progress in staff development and school improvement

VIII. Questions Raised

Questions raised by the principals' at the meeting were:

.How do you get teachers interested?
.Why are men teachers more difficult to get involved?
.Teachers are more mature--do we worry about that or do we capitalize on it?
.How do you communicate the quality of school to parents?
.Some difficulty in understanding question: How is what's going on staff development? (Intent here was drawing attention to activities not normally considered staff development--but from which teachers learn.)

IX. General Observations

General observations made by the principals' and the SDSI staff included:

.unusual that principals identified so many on-going school activities and decision making processes as staff development for school improvement
.collaboration a strange thing--teachers think they have power--principal sees value--both become aware of school problems
.school as a social organization has an ecology--an intervention may have influence unrelated to intent
.the work of the teacher is not viewed by many as work
.surprising morale among principals in a State characterized as in a depressed circumstance--the matter of attitude is very important
.a clear, friendly explanation of EMU program was important
.there are plenty of ideas in what principals said that should be followed up

/ah
5-13-82

APPENDIX 9

Chart of Preliminary Steps

Chart of the Six-Step Model

National Center on Teaching and Learning

Staff Development

for

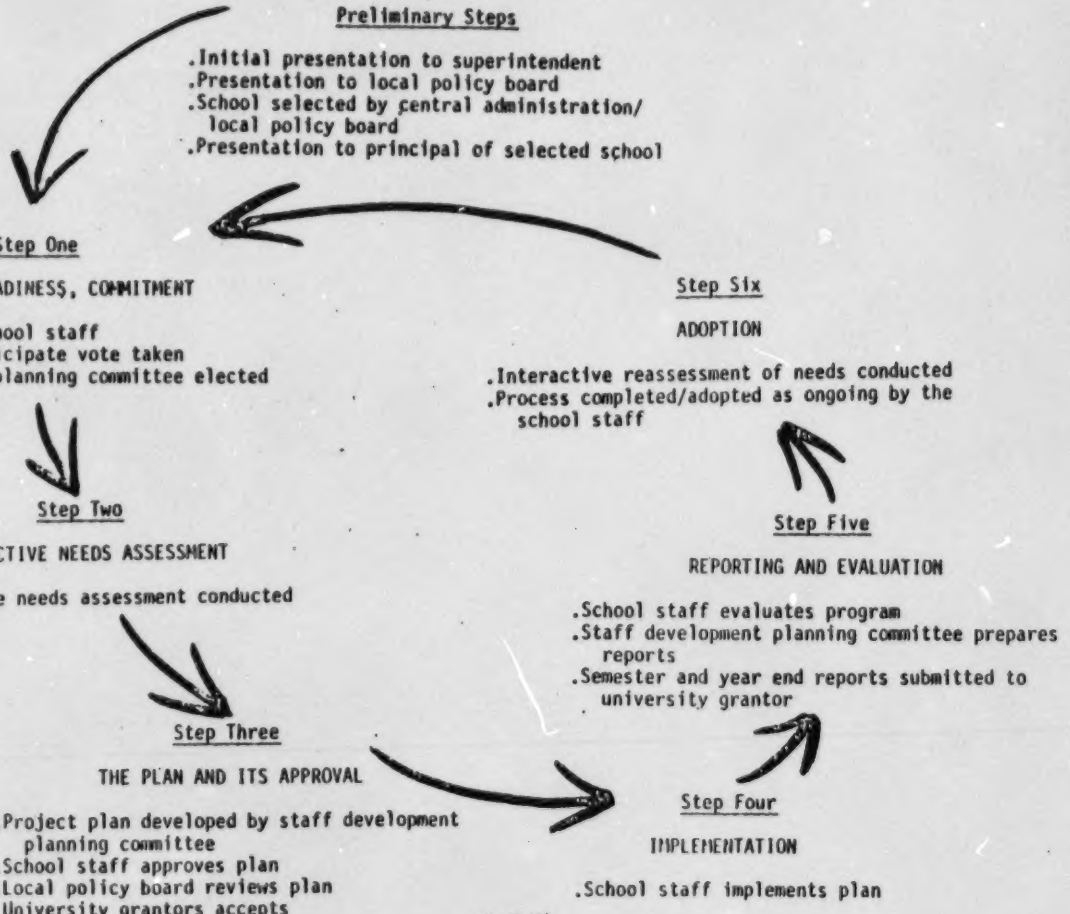
School Improvement

Program

	Steps	Involvement of Individuals and Groups or Institutions											
		Superintendent	Principal	District coordinator	Building facilitator	University facilitator	University consultants	Teachers	Parents and citizens	District policy board	University grantor	Building committee	Teacher organization
Preliminary	-5 The beginning	✓		0	Not elected yet	0			0	0	✓		✓
	-4 Probe interest, identify possible buildings									✓			
	-3 Explore principal's interest	X	✓	✓		✓				✓			
	-2 Present to building staff	X	✓	✓		✓				✓			
	-1 Explore and discuss with teachers		✓	✓		✓		✓				✓	
	0 Call for a vote of teachers	X	✓	X		✓		✓		X	X		X
Action	1 Develop awareness		✓		✓	✓	0	✓	✓				
	2 Assess needs		✓	X	✓	✓	0	✓		X		✓	
	3 Prepare proposal and get it approved	X	✓	X	✓	✓		✓		✓	✓	✓	
	4 Implement plan		✓	X	✓	✓	0	✓		X		✓	
	5 Document and evaluate	X	✓	X	✓	✓	0	✓	X	X	X	✓	X
	6 Reassess	X	✓	0	✓	✓		✓		0	X	✓	

Legend: ✓ = directly involved, x = kept informed, o = may be involved.

THE SIX STEP PROCESS


Preliminary Steps
.Initial presentation to superintendent
.Presentation to local policy board
.School selected by central administration/ local policy board
.Presentation to principal of selected school
Step One
AWARENESS, READINESS, COMMITMENT
.Presentation to school staff
.Commitment to participate vote taken
.Staff development planning committee elected
Step Two
INTERACTIVE NEEDS ASSESSMENT
.Interactive needs assessment conducted
Step Three
THE PLAN AND ITS APPROVAL
.Project plan developed by staff development planning committee
.School staff approves plan
.Local policy board reviews plan
.University grantors accepts
Step Four
IMPLEMENTATION
.School staff implements plan
Step Five
REPORTING AND EVALUATION
.School staff evaluates program
.Staff development planning committee prepares reports
.Semester and year end reports submitted to university grantor
Step Six
ADOPTION
.Interactive reassessment of needs conducted
.Process completed/adopted as ongoing by the school staff

APPENDIX 10

Evaluation Rationale

National Center on Teaching and Learning

Evaluation of Staff Development for School Improvement

Evaluation is determining the degree to which goals or intentions have been achieved. It typically means comparing accomplishments with intentions. For example, if the intention is to check the operational capability of an automobile, one evaluates all of the essential parts that must function for the vehicle to run well and reliably. On a mechanical apparatus there are precise standards against which every aspect of the machine can be assessed. Therefore, evaluation can usually be accomplished by checking a set number of items for which there is a particular standard, in the case of an automobile, items such as oil pressure and level, wheel alignment, and battery charge.

When evaluation is of less tangible subjects such as learning or teaching, the process becomes more difficult and complicated. The tendency too often with complex phenomenon like teaching and learning is to expect a precision and ease in the evaluation similar to what we find in evaluating mechanical things. Certainly evaluating learning is no simple nor precise process. Single measures of achievement or aptitude such as standardized tests, often accepted by the public as adequate indicators of student growth and potential, tell at best only a part of what an individual has learned. Although test scores help provide an evaluation profile, much more data must be collected to make a comprehensive evaluation of educational achievement. When there is concern for the quality of educational experiences, as well as for outcomes, evaluation becomes more complex.

The evaluation of staff development for school improvement is even more complicated and therefore must include varied and comprehensive data to assess accomplishment. To complicate matters further, in staff development we are concerned with the satisfaction of participants with the experience of learning, as well as being concerned with the outcome of learning. In fact, we are

concerned with several categories of outcomes including evidence on:

1. knowledge, skills, and attitudes acquired
2. teacher behavior changes caused by the knowledge, skills, and attitudes learned
3. changes in curriculum, management, and school organization caused by what has been learned
4. changes or improvement in student knowledge, skills, and attitudes - and changes and improvements in behavior caused by #1, 2, and 3
5. community impact of the program

Data collected on these five categories of outcomes contribute to evaluating a staff development program and the degree to which it contributes to school improvement. Such data should also provide evidence on the degree of satisfaction of participants with staff development activities and the school improvement they generate.

In the evaluation of staff development, we recommend that school building staff collect and record evidence in the above 5 categories. When such data are anecdotal they should be noted in brief descriptions. The categories are arranged (see chart) so that evidence can be recorded across a page when it is clear that knowledge, skills, and attitudes learned impact on teacher behavior and one or more of the other categories of outcome.

When data collected take forms other than notation by professional staff, they can be labeled, dated, noted in appropriate categories and inserted into a journal file. At various points data for a week or month should be pulled together to summarize achievements for a particular span of time. Periodic summaries can be recorded on colored sheets of paper. At semester or year-end, summaries can be pulled together in a mid-year or final report. At any summary stage the 5 categories should be maintained.

Quantitative data across personnel and situations can be aggregrated. Qualitiative data may be generalized. In some cases each participant's

collection of data provides a case study and can be reported as such, providing an illustration rather than a comparison.

Sharing evaluation data through the year provides feedback to colleagues about the degree of progress being made by other personnel. Semester and year-end reports should be shared with building committees and building and university facilitators. All parties should be careful to protect the privacy of individuals involved and recognize that confidentiality in professional matters is essential if an open climate of learning and activity is to be maintained.

The primary emphasis in the Eastern Michigan University model for staff development is school improvement, not inservice education for individual professional personnel gains. The focus is on developing better programs for students by supporting the work of teachers and administrators in improving curricula, developing more effective teaching strategies, and creating better learning climates. The program, therefore, is not self-serving, it is not spending money to upgrade individuals primarily for their own benefit. The first consideration is the quality of school, i.e.,the quality of experience students have under the auspices of the school and the results of those experiences. The focus of evaluation should be on those primary purposes.

EVALUATION MODEL

Statement of goals and objectives:

Describe activities the program has undertaken and the strategies employed:

EVALUATION MODEL

DATA ON SCHOOL PERSONNEL

Evidence on Knowledge, Skills, and Attitudes Acquired

Evidence on Behavior Changes

EVALUATION MODEL

DATA ON CURRICULUM, MANAGEMENT,
AND SCHOOL ORGANIZATION

Evidence on Changes in Classroom

Evidence on Changes in School

EVALUATION MODEL

DATA ON STUDENTS

Evidence on Changes and Improvements in Knowledge, Skills, and Attitudes

Evidence of Changes and Improvements in Behavior

EVALUATION MODEL

COMMUNITY IMPACT

Evidence of Changes and Improvements

APPENDIX 11

The Role of Qualitative Methods in Evaluation

by

THE ROLE OF QUALITATIVE METHODS IN EVALUATION

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The social sciences have been torn by recurring disputes between the advocates of competing methodologies and approaches to knowledge. The early research in sociology, for example, included historical accounts, statistical analysis, case studies of communities and neighborhoods, and other forms of scholarship. By the 1940's statistical "empiricism"--an inductive approach to knowledge based on systematic observations of specific facts--had gained dominance and still holds sway. However, other approaches to knowledge have managed to maintain a strong foothold. In particular, the dual philosophies called "holistic phenomenology" have always provided challenging alternatives to empiricism. Holism is the belief that a whole cannot be reduced to its discrete parts; events must be understood as part of a larger context. Phenomenology is a set of assumptions about the mutable, changing nature of reality; facts can be interpreted from different perspectives, and reality is too complex and fluid to be captured in simple statistics. Today, the debate between empiricism and holism takes the form of arguments for and against "quantitative" methods, such as surveys based on random samples, structured interviews, questionnaires, and testing techniques versus "qualitative" methods, including participant observation, ethnography, content analysis and open-ended interviews.

THE THEOLOGY OF RESEARCH

These methodological disputes can assume the fervor of religious wars. The gods are the theorists who are praised with endless quotations, footnotes and ibid after ibid. And they in turn sanctify lofty presentations. Many social scientists seem to listen to Compte who proclaimed an awesome triumph when

he decided that sociology is "queen of the sciences" (Corwin, 1981). And, if theorists are gods, statisticians are the high priests who set impossible standards and then chastize those who do not measure up. But they also provide for absolution through the magic of method. Practitioners of social research are pressured to choose between the denominations, which themselves are riddled with rivalries among sects. It is difficult to remain neutral. But at the same time, the very fact that these struggles persist means that no one approach has yet monopolized social research, the claims of apologists for the different camps not withstanding.

METHODS AS TRUTH STRATEGIES

The theological fervor behind these disputes sometimes obscures the fact that there are several equally legitimate though competing paradigms. Research methodology is sometimes discussed as though there is only one "correct" approach to social science, all other approaches being substandard and hence of lower quality. But there is another way of thinking about research methods. For in reality there are different "truth strategies" which are rooted in diverse intellectual traditions. While particular conditions may gain dominance from time to time, they all have a legitimate role to play in social research. Thompson and his colleagues (1960) once identified four basic types of truth strategies. The following table is an adaption of their typology.

Truth Strategy	Reliance on Sensory Experience	Types of Reasoning	Examples
Scientific-Quantitative	Hi	Codified	Experimentation (Psychology)
Analytic-Quantitative	Low	Codified	Statistics (Demography)
Qualitative Field Research	Hi	Uncodified	Ethnography (Anthopology)
Inspirational-Qualitative Scholarship	Low	Uncodified	Historical Scholarship and Literature Synthesis (The Humanities)

At one extreme is the "scientific" type. High reliance is placed on systematic observations (factual data) and codified reasoning. Experimental psychology is an illustration. At the other extreme is a more "inspirational" or speculative mode. Conclusions can be based on careful scholarship but they are not directly induced from carefully controlled observations, and they are largely uncodified. There are two intermediate types. The "analytic" mode uses abstract and codified knowledge forms, as illustrated by mathematics. "Qualitative field research" relies on data that are largely uncodified but they can be directly confirmed through sensory experience, as in the practice of cultural anthropology.

While particular disciplines are associated with different approaches to research, all types of truth strategies are present in most social science disciplines, with varying degrees of legitimation and prominance. Even within education research, which was virtually monopolized by the "scientific" truth strategy prior to the 1960's, one can now readily observe a variety of competing paradigms being used.

Contributions of Each Truth Strategy

Each truth strategy offers distinctive advantages. The codified modes of inquiry (the scientific and the analytic) are most useful with very focused studies, confined to a few precisely measured, logically related variables derived from general composition. They are helpful for extending abstract, hierachically organized theory in which the specific events are treated as representative of general classes of events. Because the main utility of these approaches is to contribute to an abstract system of knowledge, they usually provide only incomplete and fragmental information about the objects studied.

The inspirational mode is useful for providing perspective. It establishes

historical and intellectual context. This approach helps scholars maintain continuity with theoretical and scholarly traditions by synthesizing research studies and by integrating field research with theory. Through critical reviews of existing work this approach can provide guides to improvement and new perspectives.

In uncodified qualitative field research, one collects a wide variety of descriptive information pertaining to some social unit, such as group, community organization or program or project. The variables considered and the focus of inquiry are very broad, since the primary objective is to understand the social unit itself. Abstract concepts are systematically employed as a means of describing and helping to interpret specific patterns of events. When the inquiry is closely tied to systematic observation this approach can be a valuable source of new directions for seeking information and source of general propositions and speculations. The success of this approach can be measured in terms of how accurately specific situations are portrayed.

Other advantages of qualitative methods also include the rich detail that can be obtained, the possiblity of gaining insights that can lead to more formal hypothoses, opportunities to improvise with participants and to gain a sense of the affective dimensions of a situation which quantitative approaches would miss, the ability to trace short term complicated processes, and the ability to reconstruct complex situations in a holistic way. This latter advantage can be especially significant because it allows the investigator to construct <u>stories</u> from human events and experiences which can be easily understood, remembered and communicated to many types of audiences.

Information derived from qualitative field work also can be used to guide the design and analyses of more formal statistical approaches such as surveys (Seiber, 1973). For example, detailed knowledge about a situation can be used

to identify meaningful cases and samples for more systematic research. To illustrate, Seiber decided to include different schools in his study of a suburban school system after he had learned as a participant and observer of the affects of migration on that system. And as another instance, in our study of the Teacher Corps (Corwin, 1973) we were able to make sense out of certain statistical relationships only after we returned to the field sites and talked informally with some of our informants. In other cases, puzzling replies to a questionnaire were clarified by examining the field notes of some of our observers.

TYPES OF QUALITATIVE RESEARCH

The primary purpose of introducing the forgoing typology of truth strategies is to place qualitative field research in context. The remainder of the discussion will attempt to provide a better understanding of this poorly understood type of research, so that it's potential contributions to social research, and to evaluation in particular, can be better appreciated.

Definition and Purpose

Qualitative field research is a form of investigation that employs observations of and unstructured interviews with people in a setting or context in order to understand their everyday ongoing activities as they experience them. It is empirical in the sense that the observer is open minded and uses facts inductively to describe specific situations. But the approach is also holistic and phenomenological in the sense that the investigator attempts to understand the meaning of events to the participant and to understand their views. The influence of the total context on situations is of utmost importance in arriving at any conclusions.

The ultimate purpose of qualitative methods is to add to existing experience and humanistic understanding (Stake, 1978). Qualitative approaches

have the advantage of organizing facts so as to preserve the unitary, holistic character of the complex and unique situations and events being described. The myriad of details and variables involved cannot be easily isolated. While the underlying themes and hypotheses are important, they remain subordinate to understanding the situation as a whole. Understanding is based on explanation, but it is not necessarily the same as the explanation. Explanation takes the form of logically related propositions stating proven facts, whereas understanding is more intuitive, even though observations, comparisons and examples may be employed. VonWright (1971) has captured the essence of the distinction between intuition and understanding in the following statement:

> "Practically every explanation, be it casual or teleological or of some other kind, can be said to futher our understanding of things. But 'understanding' also has a psychological ring which 'explanation' has not... Simmel...thought that understanding as a method characteristic of the humanities is a form of empathy or reatmosphere, the thoughts and the feelings and the motives, of the objects of his study."

Butterfield (1951) reminds us:

> "...The only understanding we ever reach in history is but a refinement, more or less subtle and sensitive, of the difficult--and sometimes deceptive--process of imagining one's self in another person's place."

Types of Qualitative Field Techniques

To this point in the discussion there has been little effort to distinguish among the various types of qualitative research techniques that have been used. Actually a wide range of techniques have been employed, which can become a source of confusion. Therefore it is worth noting some distinctions here in order to avoid some of the serious communication problems that have occurred when researchers have attempted to adapt some of these techniques for purposes of evaluation.

(1) Descriptive Research. This label encompasses a variety of techniques including:

.Documentation -- collecting written or pictoral evidence that key events have occurred or products produced. For example, the investigator might collect calendars of events, rosters of persons who attended meetings, reports completed, specimens of newly developed curriculum material, and the like.

.Descriptive accounts of events -- narrative reports from participants and other observers about specific events that have occurred. For example, the investigator might interview key informants who attended a meeting, or who used curriculum materials, or who participated in a series of inservice meetings in order to learn what happened as they observed it. Or as another alternative, participants might be asked to provide written accounts of what happened at particular events.

.Content analysis -- systematic accounts of reference made to specific types of events contained, for example, within minutes of meetings, telephone logs, letters, diaries and field notes kept by participants and other observers. For example, the investigator might examine minutes of a committee meeting to identify the persons who were most active in the project, or who were opposed to using certain procedures, and the like.

.Interaction analysis -- systematic accounts of patterns of relationships among persons in a relationship. For example, an observer might systematically note who speaks to whom, who gives orders to others, who asks questions, the percentage of participants who speak out at a meeting, the proportion of persons in a discussion who speak simultaneously, or

the number and distribution of arguments in a group organization over a given period of time.

(2) Illuminative Evaluation.

"Illuminative evaluation" is another term that has applied to approaches that take into account the wider context in which a program functions. Parlett and Dearden (1977) state, "Its primary concern is with description and interpretation rather than with measurement prediction... it attempts to discover what it is like to be participating...and to address and illuminate a complex array of questions..." (p. 13). Again it is possible to identify several components of illuminative evaluation.

.Post-specification of variables, outcomes and problem areas -- an investigator does not begin an evaluation with fixed ideas about what variables will be important and all of the outcomes that can be expected from a program. However, during the course of an evaluation, a continuing effort is made to develop a systematic, focused research design. The investigator attempts to identify a pool of variables and outcomes which are potentially important and then wittles them down to a few well-defined concepts and measures as the evaluation progresses.

.Conceptual organization -- the investigator attempts to synthesize descriptive research by integrating and interpreting specific events. An attempt is made to reach some general conclusions inductively by identifying general patterns of events and relationships that emerge from retained descriptions of specific situations.

.Theoretical explanations -- an attempt to employ abstract concepts and general theories to interpret facts and events observed. The investigator attempts to derive formal hypotheses from patterns of events noted in a study. In addition, the investigator remains alert

to how findings from the study fit general theory or can contribute to it. For example, the investigator might classify reactions to an innovation on the basis of general theories of social change, or propose modifications of existing theories of change on what happened in the course of a project.

(3) Ethnographic Approaches.

Researchers have sometimes adapted selected techniques associated with ethnography for purposes of evaluation. However, the use of ethnographic techniques, no matter how useful they may prove to be, should not be confused with ethonography. Ethnography is a rigorous and systematic type of field work research. In essence an outside observer becomes emersed in a situation for long periods in order to understand the participant value frameworks and the meanings of their actions. Some studies have been inappropriately labled as "ethnographies" when observers were on sight for only a few days (Fetterman, 1982).

When doing ethnography, the investigator is guided by the insider's perspective, interpretations are holistic, in that the interrelated nature of the system and the total context are stressed (Wilson, 1977). Wilson describes some of the complexities involved in this method as follows:

> "...The data gathered by participant observation is significantly different from that gathered by other methods. The researcher links together the information he gathers by various methods in a way that is nearly impossible with other approaches, and he has access to some unique kinds of information. For instance, he compares the following: (a) what a subject says in response to a question; (b) what he says to other people; (c) what he says in various situations; (d) what he says at various times; (e) what he actually does; (f) various non-verbal signals about the matter (for example, body postures); (g) what those who are significant to the person feel, say and do about the matter. Furthermore, the participant

> observer in interviewing knows much about the persons or incidents referred to in the answers to his questions. Finally, the participant observer cultivates an empathetic understanding with the participant that is nearly impossible with quantitative methods. The researcher shares the daily life of participants and systematically works to understand their feelings and reactions."

But while the participant observer learns to empathise with participants and to appreciate their points of view, he/she strives to remain neutral, to avoid using a judgemental framework, and to avoid rooting for a particular outcome that will solve a predetermined problem. In this respect the observer differs from the participant. Understanding the points of view of participants is not the same thing as accepting their beliefs and absorbing their values.

Wilson goes on to point out that an ivestigator will learn to anticipate where and when significant events will occur, or will be dicussed informally, and will be there to note verbal and nonverbal behavior. The investigator will also learn the history of the situation and add new bits of information to it as a situation unfolds, and he/she will ask people to help develop and refine an interpretation or a theory.

All of this requires so much time and energy that it is often difficult to combine ethnography with other approaches without considerable adaptation and compromise, although ethnography has been employed in nearly a dozen major evaluations of educational projects.*

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*For example: The Experimental Schools Project, The Urban Desegregation Schools Project, The Beginning Teachers Evaluation Study, The Youth in National Policy Study, An Alternative School Project, The Experimental Based Career Exploration Project, and The Career Intern Program (Fetterman, 1982).

QUALITATIVE APPROACHES AND ALTERNATIVE EVALUATION MODELS

Unless one fully grasps the complexity of the research evaluation process, it is nearly impossible to develop an adequate appreciation for the contributions qualitative field methods can make to evaluation research. Therefore, it is imperative for the purpose of this paper to consider what the evaluation process entails. When applied to social programs and projects, people apparently think of evaluation in at least three different ways. They will be referred to here as evaluation models, and they seem to form a continuum which ranges from simple and naïve at one extreme to complex and sophisticated at the other.

The Program Fidelity Model

Initially models used to evaluate social problems were based on engineering and product testing practices. Rigorous scientific approaches are well suited to this mode. In fact, this is undoubtedly the model people have in mind when they advocate testing and other highly focused program evaluation designs. However, the model is very simple and it quickly proved to be inappropriate when applied to social projects. Policy makers and evaluation researchers insisted that a program must have exclusive, measurable goals against which to measure outcomes. Accordingly successful implementation meant a faithful reproduction of the original design. However, in practice this approach does not properly recognize the fact that initial plans must be adjusted to specific situations.

The Mutual Adaptation Model

So, when Berman and McLaughlin (1977) criticized the fidelity approach and proposed instead that implementation is a process of "mutual adaptation," it struck a responsive cord in the evaluation research community. Putting

an idea or plan into practice is more complicated than filling the recipe. The investigator must therefore remain alert to how the original project design needs to be modified in particular situations, how plans can be improved, or how the entire project can be modified in order to achieve the original or emergent goals more effectively.

Evolutionary Models

However, the mutual adaptation approach is not far removed from the old idea of program fidelity. It does not adequately stress the possibility that ambiguities, flaws, inconsistencies and rigidities in the original design itself can be major stumbling blocks. In practice, many planned interventions are not "plans" so much as general guides to strategies for change which are deliberately left imprecise and vague in order to provide for necessary flexibility and spontaneous results.

In recognition of these facts, some writers have come to think of implementation in still a third way--as an evolutionary process (Farrar, 1979). In other words, a project can undergo so much change and modification that the ideas and plans that served as the initial guides no longer seem relevant. New and often better projects emerge in the process.

There seem to be two interacting but distinct sources of evolution. One can be called "institutional drift," which is the result of accumulation of many unplanned actions. There are many reasons why plans can go awry: they need to be interpreted; people loose sight of goals in the press of day-to-day problems; outside pressures constrain and deflect the project; the sovereign actions of members, seeking to cope with fluctuating outside demands, often unintentionally commit projects to new lines of action; and perhaps most importantly, organizations often loose their memories because of turnover and because of the premium often placed on new initiatives.

The second time of evolution is a product of deliberate compromise between groups which have different ideas about a project--its goals, the preferred procedure, expected outcomes, and the like. This form of evolution is a product of tensions and sometimes overt conflicts that can be expected to arise in social interventions.

This evolutionary model has important implications for the relevance and viability of the different truth strategies or approaches to evaluation research that have already been discussed. The notion that project implementation is a process of evolution alerts the investigator to look for unintended as well as intended consequences, to identify the negative outcomes that need correction as well as to find ways to build on and reinforce unexpected positive results that might have been noted. Ultimately the evolutionary process can be fostered by researchers themselves as they gain creative insights that can lead to completely new project designs and goals. Qualitative field research methods are ideally suited to all of these challenges.

SUMMARY AND CONCLUSIONS

The purpose of this paper is to suggest that although social scientists sometimes convey the impression that there is only one correct scientific method, in practice there are several valid approaches to social research, all of which have a legitimate role to play in the evaluation of social programs and projects. Each "truth strategy" offers distinct advantages. Qualitative field methods and descriptive research in particular, are especially well suited to the task of evaluating open ended, adaptive and evolutionary social interventions. The varied techniques associated with qualitative approaches provide insight and empathy into situations that cannot be gleaned

through any other method. They are particularly sensitive to the emergent goals and problems, and to unanticipated positive and negative outcomes which are usually associated with social intervention. This kind of information is essential in order to fully understand the impact of an intervention and to make the necessary adjustments to strengthen and improve the project design.

However, since so much emphasis has been given here to the contributions of qualitative approaches, it seems appropriate in closing to return to the question of how the truth strategies are related to one another. As already noted, typically each approach is used by itself, in its pure form. One good reason for this is that each form of research makes special demands on the researcher, that is, each form requires special data, unique methods of data collection, and the like. Moreover, the conclusions reached from different approaches are subject to different types of qualifications and reservations. Consequently any effort to employ multiple methods within a single eclectic research design must confront practical questions about how to synthesize findings based on different assumptions. More important, when using more than one approach, the investigator must adapt fragments of sovereign methodologies and thus run the risk of misusing the techniques.

However, the purest approach also carries with it certain costs, not the least of which is the same misplaced smug scientific arrogance alluded to at the beginning of this paper. Dogmatic rhetoric in praise of qualitative methods is no more enlightening than the orthodoxes of quantitative methods--especially since the major strides in the sciences seem to be closely tied to the quantitative approaches.

Given the different contributions to be derived from each truth strategy it would seem that each approach can be strengthened when it is used in conjunction with the others. The advantages of eclectic research designs that

incorporate a combination of approaches therefore would seem to outweigh the risk of compromising the presumed integrity of any given approach.

Considered together, the four truth strategies identified earlier provide alternatives that can supplement one another...

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